

2023 – 2024 Faculty Senate – Pending Approval
Meeting # 1

Approved at Mtg. #3
September 5, 2023

Tuesday, April 25, 2023, 4:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Chapman, Haltinner, Justwan, Kenneth, Kenyon, Kirchmeier, Long, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Raney, Ramirez, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Tibbals

Absent: Gauthier, Lawrence (excused), Rode, Strickland, Walsh

Call to Order: Vice Provost Kelly-Riley called the meeting to order at 4:30 pm.

Per FSH 1580 IV, the purpose of this meeting is to nominate candidates for the offices of chair and vice chair of the 2023-24 Faculty Senate. No other official business is conducted at this meeting.

Only senators who are faculty are eligible to run for faculty senate leadership positions.

For each office, nominations were collected by secret ballot. Fifteen responses were received out of 19 senators eligible to nominate. The nominees declared whether they accepted or declined the nomination. Nominees for the position of chair and/or vice chair who are absent will be asked whether they accept the nomination. For the chair seat: one nominee was absent and will be asked whether they accept the nomination; one nominee will consider it. All others declined. For the position of vice chair: one senator accepted the nomination and three accepted tentatively.

Elections will be held by secret ballot at the second meeting of the 2023-24 Senate, Tuesday May 2, 3:30 pm. Before voting begins, additional nominations may be made for each office.

Adjournment:

The meeting was adjourned at 4:50 pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting # 1

Tuesday, April 25, 2023 at 4:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
- VI. Other Policy Business
- VII. Other Announcements and Communications
- VIII. Special Orders
 - Nomination of Chair
 - Nomination of Vice-Chair
- IX. New Business
- X. Adjournment

2023 – 2024 Faculty Senate – Pending Approval
Meeting # 2

Approved at Mtg. #3
September 5, 2023

Tuesday, May 2, 2023, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Chapman, Gauthier, Haltinner, Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Miller, McKenna, Mischel, Mittelstaedt, Murphy, Raney, Ramirez, Reynolds, Rinker, Roberson, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals
Absent: Blevins (excused), Walsh

Call to Order: Provost Lawrence called the meeting to order at 3:34 pm.

Per FSH 1580 IV, the purpose of this meeting is to elect the chair and the vice chair of the 2023-24 Faculty Senate. No other official business is conducted at this meeting.

Provost Lawrence asked if there were additional nominations for either office. There were none. The candidates who accepted the nomination since the nominating meeting, April 25, 2023, will run for office.

Each candidate gave a statement about themselves and their leadership philosophy and answered questions from the senators.

Elections were held by secret ballot and in accordance with the procedures described in FSH 1580 IV-2. Provost Lawrence announced the results:

- 2023-24 Senate Chair: Jean-Marc Gauthier
- 2023-24 Senate Vice Chair: Kristin Haltinner

Adjournment:

Provost Lawrence adjourned the meeting at 4:07 pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting # 2

Tuesday, May 2, 2023 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - N/A (will be approved at Mtg. #3)
- III. Chair's Report
 - N/A
- IV. Provost's Report
 - N/A
- V. Committee Reports
 - N/A
- VI. Other Announcements and Communications
 - N/A
- VII. Special Orders
 - Review of FSH 1580 IV
 - Call for nominees
 - Voting of Chair
 - Voting of Vice-Chair
- VIII. New Business
 - N/A
- IX. Adjournment

2023 – 2024 Faculty Senate – ~~Pending Approval~~
Meeting # 3

Approved at Mtg. #4
Sept. 12, 2023

Tuesday, September 5, 2023, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Miller, McKenna, Mischel, Mittelstaedt, Murphy, Raney, Ramirez, Rinker, Roberson, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland
Absent: Tibbals (excused), Reynolds, Walsh

Guests/Speakers: Kristin Henrich, Cari Fealy, Karen Hume, Erin James

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2022-23 Meeting #28, April 25, 2023 were approved as distributed.
The minutes of the 2023-24 Meeting #1, April 25, 2023 were approved as distributed.
The minutes of the 2023-24 Meeting #2, May 2, 2023 were approved as distributed.

Consent Agenda:

- Sabbatical Leave Committee Recommendations
- Spring 2023 Candidates for Graduation

There were no requests to pull items out for discussion and vote. The consent agenda was approved by unanimous consent.

Chair's Report:

- Welcome to the Faculty Senate. I want to thank you in advance, Senators, for the time that you will spend here. I also want to thank many people involved with the committees and people from administration and leadership. The work done by Faculty Senate is important and I think that it has tremendous value for the University. The Faculty Senate can be sometimes very efficient and sometimes less efficient, but it has its own value. The multiplicity of senator voices is very unique, and the decisions generated by this process are diverse and enrich other leadership decisions. If some of the voices are missing, the shared governance process does not work the way it's intended to.
- These considerations are timely, as we are about to engage in a close relationship with a university where the academic culture is very different and shared governance is not practiced. Full time faculty make up 2% of the faculty, tenure and Faculty Senate do not exist. The collaboration with University of Phoenix is moving forward. As with any collaboration, there is a potential for imbalance, especially with differences in technology, efficiency, cost, and business model. Although we know that University of Idaho brings quality to this partnership, our efficiency and expedition of decision making need to be prioritized. At the Open Forum on August 14th, John Woods, chief academic officer of the University of Phoenix stated: "To operate separately except for the things that have a level of importance and prioritization." It is important that we invite Mr. Woods to a next session of Faculty Senate to better understand what are the expectations in this new situation. Timing is important if you look at the calendar. One of the deadlines is the November accreditation and the other one is at the end of the year. I think that it is important that Faculty Senate sends feedback to the accreditation body. We need

to know how and when to send our feedback to the accrediting body. There's a need to create pathways for this new partnership. The Faculty Senate should have a role to play creating academic pathways with University of Phoenix.

- In attachment #6, you will find the letter sent to all senators by 2022-23 Senate Chair and Vice Chair, Kelly Quinnett and Erin Chapman, to provide clarification about the NDA they signed in April 2023.
- Retreat Follow-up and Working Group Updates:
Senate Vice Chair Haltinner shared slides about Senate priorities compiled from the August 2023 Senate Retreat. She also showed a list of issues that should be referred to committees. The slides are attached to these minutes.

Discussion:

In reference to some of the proposed priorities for the full Senate to undertake, the Provost had some comments and suggestions: 1) Concerning budget transparency, soon there will be a website with all documents, data, communications, etc. about the budget model. 2) The Spread Pay Committee should be separate from the Benefits Committee. 3) President Green is working on multiple working groups for the University of Phoenix partnership.

Some senators asked whether Senate will be involved in the Working Groups. Provost Lawrence said that there will be calls for volunteers.

With regard to the "faculty technology choice" item, a senator wondered if there is any room for faculty choice, given the recent developments with APM 30.16. Chair Gauthier responded that the Technology Working Group will take a broader look – beyond hardware procurement.

A senator recommended to link senate priorities to faculty responsibilities as specified in FSH. This will ensure that our purview of those projects has a solid foundation in policy.

Vice Chair Haltinner moved to a list of issues to be referred to appropriate committees. For instance, the University Teaching Committees should look into limits on email set by OIT, which impact faculty who aren't using Canvas email. A senator noted that OIT can make "email groups" larger than the limits. Another senator added that Canvas is a way around the problem only if students opt in to receive email through Canvas. They will follow up on this issue.

Vice Chair Haltinner also called for a Faculty Senate Representative on the Campus Planning Advisory Committee and encouraged volunteers for the working groups that were just presented. The discussion on best strategies to focus our working groups on will continue.

Provost's Report:

- The shooting incident reported this morning through Vandal Alert is now resolved with the person being in custody.
- Enrollment: As of last Friday, the overall enrollment was up by 2.2% compared to the same day last year. This is the 10th day benchmark. After the 10th day, things can change, mostly because of dual enrollment, which goes by high schools' schedules.
 - This year, we welcomed the second largest first-year freshman class in UI history.
 - Hopefully, dual credit enrollment continues to be strong.
 - A couple of colleges have grown their enrollment.
 - It will take some time to find out how enrollment impacts the budget.

- Each week, the Provost will answer a couple of questions on the University of Phoenix acquisition. The Phoenix question page continues to be updated. No questions were submitted for the meeting today.
- Common Read: The choice for 2023-24 was “The Nature Fix: Why Nature Makes Us Happier, Healthier and More Creative,” by Florence Williams. The keynote for that is October 17 in the International Ballroom. Selecting the next common read is a year-long process. You can send suggestions for the 2024-25 Common Read to Dean Panttaja by September 30.
- COVID: There has been some increase in COVID cases lately. COVID rapid tests and K9 masks are available on campus, at the ISUB, the Pitman Center, or the REC information desk. We are working on offering COVID-19 boosters and flu vaccines.
- Childcare came up at the Senate retreat as an issue of concern. Childcare availability has decreased since the pandemic. Dean of Students Blaine Eckles is at the meeting today to address this issue and answer questions.

Dean Blaine Eckles:

The UI Children’s Center (UICC) is the only accredited one in Latah County. We are hoping to double its size, at the existing location, through a grant. We are meeting with the President tomorrow to discuss the proposal. To improve retention, we raised the salary for all childcare workers. If approved, this extension will not solve all short-term problems because it will take some time, but it’s a huge priority. President Green is aware of this need and is interested in this type of investment as long as it is financially solid. We don’t expect much push-back on this proposal. The center is currently at full capacity, with many waitlists for children of all ages. The main point is the grant, which would substantially offset some of the costs. We’ll be happy to report back with updates.

A senator inquired about childcare needs for students vs. employees. If students are prioritized, where does that leave employees? Dean Eckles replied that 62% of the parents using UICC are employees, 20% are members of the community, and 18% students. The majority of our students are between 18 and 22 years of age, and thus less likely to need childcare. Employees are not excluded. Also, when a child is in the program, we don’t pull them out to make space for someone else. Comment from the Secretary: perhaps 62% of UICC users are faculty and staff because students can’t afford the fees.

The senator also had a question about the possibility of after-school care for elementary school children. Dean Eckles responded that there is a Summer Vandals Camp for kids. He is currently exploring the possibility of creating a program available throughout the year, which could potentially address the senator’s question, and has asked the appropriate staff to come up with a white paper including a projection of needed resources. Dean Eckles is also talking with UICC about offering parents (after the extension of the center) the possibility of dropping off their children for a few hours on evenings or weekends. With the staffing problem, it will take some time.

Anything planned for the outside-of-Moscow centers? In Idaho Falls, there are mostly graduate students, many with families. The situation is challenging. Dean Eckles will discuss with his team to explore what options may be available and viable.

Chair Gauthier shared a suggestion from a constituent faculty: a larger room to accommodate their children while they work, in special situations such as when the child is sick or childcare is not available.

Committee Reports (vote):

- FSH 6580 Reproduction of Copyrighted Material – Kristin Henrich
The policy has been rewritten to remove redundant, outdated, and non-policy information. The Library maintains extensive copyright guidance on its website, where it can be updated as frequently as needed.
Moved to approve (Long, Kirchmeier).
Vote: 24/24 in favor. Motion passes.

Other Policy Business:

- FSH 2300 Student Code of Conduct – Cari Fealy, Associate Dean of Students.
This was a comprehensive review resulting in rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student Code of Conduct have been combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. This policy revision is accompanied by the proposed deletion of FSH 2400.
The policy was rewritten using language more accessible and understandable for students. The Code of Conduct and disciplinary processes were combined in a single policy for ease of use. Processes related to Title IX Sexual Harassment were removed to align with the recently revised FSH 6100. We added clarifying language around academic dishonesty resolution. Language was added aligning with case law to follow best practices in student conduct policies. A section on free speech was added. The new policy has been approved by President Green on an interim basis and will go through the regular approval process. In the meantime, the office of the Dean of Students is seeking Faculty Senate feedback.

Discussion:

Vice Chair Haltinner observed, under the list of possible outcomes, some that are punitive, and others that are restorative or educational. Any opportunity to add more restorative outcomes? Cari Fealy noted that restorative outcomes fall under the informal resolution process when both parties are amenable to it. In such cases, the term “outcome” is not used because it would imply responsibility. At times when we utilize a “restorative reflections” process, it becomes a broader, educational outcome.

A senator noted that using “ChatGPT” to create a response to take-home work does not appear under the cheating and plagiarism categories. Cari recalled many conversations, including with CETL, about this item. They found out that some faculty allow it, others don’t. Thus, these behaviors are best left to the syllabus. Hence, the language in the policy includes anything that’s prohibited by the instructor, see Section E-1.

There was an inquiry about F-1. Reporting alleged violations, and the timeline for reporting. Comparing to the previous version, the senator sees a potential problem with equity in the reporting of cheating. Cari responded that, previously, under the code violation “Academic Dishonesty,” faculty were required to report all cases of academic dishonesty. The new version is a code of conduct for students, and detailed reporting protocols do not belong in it. Perhaps at some point we may consider a separate FSH policy on reporting in general and how it should be done to ensure due process.

Announcements and Communications:

- Interdisciplinary Sustainability Certificate Discussion – Karen Hume, Erin James.

Erin James provided context on the proposal and a brief history. In Fall 2021, President Green commissioned a Sustainability Working Group to suggest both academic and non-academic sustainability priorities. In August 2022, Sarah Dawson was hired as UI Director of Sustainability. In Fall 2022, the WG's White Paper was published, containing the recommendation to develop an undergraduate certificate in sustainability. In November 2022, an initial interdisciplinary committee comprised of faculty identified by deans or departments from all colleges was convened. The initial draft of the curriculum certificate was ready in January 2023 and presented to UCC in February 2023. UCC provided feedback on both the academic content and faculty jurisdiction issues. From then to the present, the WG has worked on revising the academic content *per* UCC recommendations and addressing faculty governance issues. The WG is here today to seek official empowerment from Faculty Senate to propose and maintain the certificate's academic curriculum. Pursuant FSH 4120, the relevant unit or college must submit curricular proposals to UCC. But this is a university-wide program, not suitable to be housed in a single college.

A senator congratulated the WG for their excellent revision work. They mentioned FSH 1520 Article I Section 4 Clause D in support of Faculty Senate's jurisdiction over this committee, eventually to become a standing committee. The Secretary agreed and cited FSH 1520 Article IV Section 11.

A senator expressed concern that the administration of the certificate, especially academic petitions, will result into considerable extra work for the Registrar's office.

The Faculty Secretary's understanding is that trained staff will handle the administrative part of the program, in consultation with the instructors. With components in social science, economics, and environmental science, housing the certificate in a single college doesn't seem like the best path.

Other senators expressed support for a permanent committee to be in charge of this certificate. Additional vetting comes from accreditation requirements, namely from outside the university.

Erin reiterated the very tight timeline they are on in order to meet the deadline for placing the proposal in the CIM que.

Given that only 5 minutes are left, the discussion will continue next week followed by a vote.

Adjournment:

The agenda not being completed, Chair Gauthier asked for a motion to adjourn. So moved (Chapman, Long). Meeting adjourned at 5:00 pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting # 3

Tuesday, September 5, 2023 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2022-23 Faculty Senate Meeting #28 April 25, 2023 **Attach.#1**
 - Minutes of the 2023-24 Faculty Senate Meeting #1 April 25, 2023 **Attach.#2**
 - Minutes of the 2023-24 Faculty Senate Meeting #2 May 2, 2023 **Attach.#3**
- III. Consent Agenda
 - Sabbatical Leave Committee Recommendations **Attach. #4**
 - Spring 2023 Candidates for Graduation **Attach.#5**
- IV. Chair’s Report
 - University of Phoenix
 - NDA **Attach.#6**
 - Academic Pathways
 - Retreat Follow-up and Working Group Updates **Attach. #7**
- V. Provost’s Report
- VI. Committee Reports (Vote):
 - FSH 6580 Reproduction of Copyrighted Material – Kristin Henrich, Library **Attach.#8**
- VII. Other Policy Business
 - FSH 2300 Student Code of Conduct – Cari Fealy, Associate Dean of Students **Attach.#9**
 - Presidential Interim Approval of Revised FSH 2300 and Deletion of FSH 2400 **Attach.#10**
 - Request for Faculty Senate Feedback
 - *APM 45.05 Early Setup and Advance Funding of Sponsored Project Budgets **Attach.#11**
 - **Policy/ProcedureStatement:** Comprehensive review. Updates to align with procedure changes and new system implementation as well as federal compliance requirements.
 - *APM 05.03 Inland Marine **Attach.#12**
 - **Policy/ProcedureStatement:** The University will discontinue participating in Inland Marine coverage as of 07/01/2023.
 - Presidential APM Approval memo for APM 45.05 and 05.03 **Attach.#13**
- VIII. Other Announcements and Communications
 - Interdisciplinary Sustainability Certificate Discussion – Karen Hume, Erin James **Attach.#14**
 - Update on APM 30.16 Technology Hardware Lifecycle Management **Attach.#15**
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-23 Faculty Senate Meeting #28 (April 25, 2023)
- **Attach. #2** Minutes of the 2023-24 Faculty Senate Meeting #1 (April 25, 2023)
- **Attach. #3** Minutes of the 2023-24 Faculty Senate Meeting #2 (May 2, 2023)
- **Attach. #4** Sabbatical Leave Committee Recommendations
- **Attach. #5** Spring 2023 Candidates for Graduation
- **Attach. #6** Letter from Kelly and Erin to FS
- **Attach. #7** Senate Priorities 2023-24
- **Attach. #8** FSH 6582
- **Attach. #9** FSH 2300
- **Attach. #10** FSH 2300 and 2400 Interim Revision
- **Attach. #11** APM 45.05
- **Attach. #12** APM 05.03
- **Attach. #13** Presidential APM Approval Memo
- **Attach. #14** Sustainability Certificate Discussion Materials
- **Attach. #15** Presidential Memo, APM 30.16

*Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM is presented.

2022 – 2023 Faculty Senate – Pending Approval

Meeting # 28

Tuesday, April 25, 2023, 3:30 pm – 4:30 pm

Zoom only

Present: Call, Chapman (Vice Chair), Fairley, Gauthier, Haltinner, Hickman, Hunter, Justwan, Kolok, Long, Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Raney, Reynolds, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Tibbals, Thorne, Walsh

Absent: Lawrence (excused), Wargo, Powell (proxy for Ahmadzadeh)

Call to Order: Chair Quinnett called the meeting to order at 3:34 pm.

Approval of Minutes (vote):

The minutes of the 2022-23 Meeting #27, April 18, 2023 were approved as distributed.

Chair’s Report:

- Chair Quinnett acknowledged the new senators and thanked those who are outgoing.
- Update on APM 30.16: On Thursday, Dakota Roberson (chair of the working group), Kelly Quinnett, Francesca Sammarruca, and Torrey Lawrence will meet with President Green. FSL will provide the senators with a written report about the outcome of the meeting.
- Chair Quinnett expressed deep gratitude to the FSL team: Erin, Francesca, and Cari.
- Many thanks to Diane Whitney, Diane Kelly-Riley, Mary Stout, and Torrey Lawrence.
- Some of the 2022-23 Senate highlights:
 - Paid Parental Leave – Thanks to Erin Chapman, who was a key person in this initiative.
 - Spread Pay – Thanks to Kristin and Deb for gathering feedback from the university community about the spread pay option. Brian Foisy, Brandi Terwilliger, and their teams are supportive of a July 2024 implementation.
 - APM 30.16 – The working group undertook a collaborative and respectful effort in response to faculty voices. Hopefully, there will be some news to report soon.
 - Non-tenure-track faculty taskforce – This wonderful group is advocating for a change in culture and, hopefully soon, in policy, to improve working conditions for our non-tenure-track colleagues.
- A warm welcome to all new senators and gratitude to those who are ending their terms.
- Thanks to the continuing senators for their time and commitment to shared governance towards building trust, promoting transparency, and improving communication across the university community.
- Chair Quinnett closed the chair’s report by sharing a poem and thoughts about the past year.

Provost’s Report – delivered by Vice Provost for Faculty Diane Kelly-Riley:

- Thanks to the 2022-23 FSL team for their compassionate leadership!
- Provost Lawrence is at the SBOE meeting, which is taking place at the Pitman Center today and tomorrow.
- The arboretum is starting to bloom!

- Engineering Expo: Friday and Saturday, April 28-29. It's a great event that brings people to campus, and an opportunity to see excellent work by our students.
- Commencement: two ceremonies in Moscow on May 13, at 9:30am and 2pm, one in Boise on the 16th and one in Idaho Falls on the 17th.
- University Excellence Awards and BBQ: May 4, 3:30pm, at the ICCU arena. Please come and celebrate our colleagues. <https://www.uidaho.edu/governance/faculty-staff/university-awards>
- Commencement: two ceremonies in Moscow at the Kibbie Dome on May 13, at 9:30am and 2pm. Graduation ceremonies in Boise will be on May 16, at 2pm, and in Idaho Falls on the 17th.
- The Vice Provost addressed a previously raised question about Dr. Rebecca Scofield and the role of the OGC in her defamation lawsuit. She referred to <https://www.uidaho.edu/governance/policy/policies/apm/01/01> , which explains that OGC cannot assist university employees with legal advice on personal matters.
- Thanks again to the 2022-23 FSL team and all who served as senators!

Discussion:

In response to a question, Vice Provost Kelly-Riley reported that the additional information about CEC that was previously requested is not yet available to the Provost. More to come.

Before proceeding to the next agenda item, Chair Quinnett warmly thanked the faculty secretary for her help and support throughout the year.

Committee Reports (vote):

- Committee on Committees
 - FSH 1620 University-Level Committees – Attach. #2
Revised to clarify definitions and procedures and to highlight that all faculty who have voting privileges and all board-appointed staff are welcome to serve on committees. All other revisions clarify the language: university-level standing committees include senate committees and “Other University-Level Standing Committees.” That’s why two separate lists appear in FSH 1640, to be addressed next.

Discussion:

A senator noted inconsistencies with capitalization. They also suggested that alternative language should be used to differentiate between “senate committees” and “other standing committees” that are not under senate purview. Discussion followed about whether or not the Committee on Committees has discretion in appointing senate members who are not faculty – staff representatives to senate are selected by their leadership, and so are student members. With regard to this issue, there seems to be some inconsistency between D-4 and D-5. After additional discussion, it was suggested to send these revisions back to the Committee on Committees to address inconsistencies and improve the language. Vice Chair Chapman agrees that this is the best course of action.

- FSH 1640 Committee Directory – Attach. #3

Directory: reorganized for clarity and consistency.
The three committees below are deleted because they are non-existing. The appropriate officials (Brian Foisy, Brandy Terwilliger, OCRI Director) were consulted about the deletion and had no concerns.

- FSH 1640.47 Fiscal Emergency Committee: deleted.
- FSH 1640.35 Disability Affairs Committee: deleted.
- FSH 1640.78 Shared Leave Committee: deleted.

The only actual deletion is:

- FSH 1640.94 Multi-Campus Communication Committee (MCCC). Remote communication has become a standard way to communicate. This committee, as presently described and charged, is obsolete. The faculty secretary chairs this committee but hasn't seen the need to call a meeting since 2020. Actually, an MCCC would be useful, but with a different scope.

Vote: 29/29 in favor. Motion passes.

Adjournment:

Chair Quinnett adjourned the meeting at 4:17pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

Attach. #2

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 1

Tuesday, April 25, 2023, 4:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Haltinner, Justwan, Kenneth, Kenyon, Kirchmeier, Long, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Raney, Ramirez, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Tibbals

Absent: Gauthier, Lawrence (excused), Rode, Strickland, Walsh

Call to Order: Vice Provost Kelly-Riley called the meeting to order at 4:30 pm.

Per FSH 1580 IV, the purpose of this meeting is to nominate candidates for the offices of chair and vice chair of the 2023-24 Faculty Senate. No other official business is conducted at this meeting.

Only senators who are faculty are eligible to run for faculty senate leadership positions.

For each office, nominations were collected by secret ballot. Fifteen responses were received out of 19 senators eligible to nominate. The nominees declared whether they accepted or declined the nomination. Nominees for the position of chair and/or vice chair who are absent will be asked whether they accept the nomination. For the chair seat: one nominee was absent and will be asked whether they accept the nomination; one nominee will consider it. All others declined. For the position of vice chair: one senator accepted the nomination and three accepted tentatively.

Elections will be held by secret ballot at the second meeting of the 2023-24 Senate, Tuesday May 2, 3:30 pm. Before voting begins, additional nominations may be made for each office.

Adjournment:

The meeting was adjourned at 4:50 pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 2

Tuesday, May 2, 2023, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Chapman, Gauthier, Haltinner, Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Miller, McKenna, Mischel, Mittelstaedt, Murphy, Raney, Ramirez, Reynolds, Rinker, Roberson, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals
Absent: Blevins (excused), Walsh

Call to Order: Provost Lawrence called the meeting to order at 3:34 pm.

Per FSH 1580 IV, the purpose of this meeting is to elect the chair and the vice chair of the 2023-24 Faculty Senate. No other official business is conducted at this meeting.

Provost Lawrence asked if there were additional nominations for either office. There were none. The candidates who accepted the nomination since the nominating meeting, April 25, 2023, will run for office.

Each candidate gave a statement about themselves and their leadership philosophy and answered questions from the senators.

Elections were held by secret ballot and in accordance with the procedures described in FSH 1580 IV-2. Provost Lawrence announced the results:

- 2023-24 Senate Chair: Jean-Marc Gauthier
- 2023-24 Senate Vice Chair: Kristin Haltinner

Adjournment:

Provost Lawrence adjourned the meeting at 4:07 pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate



MEMORANDUM

TO: Jean-Marc Gauthier, Chair, Faculty Senate
Kristin Haltinner, Vice Chair, Faculty Senate

FROM: Torrey Lawrence, Provost and Executive Vice President
Diane Kelly-Riley, Vice Provost for Faculty

DATE: June 5, 2023

SUBJECT: Items for Faculty Senate

Please see the below table with the faculty members who were approved for a sabbatical in the 2024 - 2025 Academic Year.

| NAME | COLLEGE | DEPARTMENT | SABBATICAL TERM |
|-----------------|--|-------------------------------------|------------------------|
| Somantika Datta | College of Science | Mathematics and Statistical Science | AY 2024-25 |
| Tao Xing | College of Engineering | Mechanical Engineering | Fall 2024 |
| Zachary Turpin | College of Letters, Arts and Social Sciences | English | Fall 2024 |
| Jason Johnston | College of Letters, Arts and Social Sciences | Music | Fall 2024 |
| Manoj Shrestha | College of Letters, Arts and Social Sciences | Politics and Philosophy | Fall 2024 |
| Greg Lambeth | Student Affairs | Counseling and Testing Center | Fall 2024 |
| Aleta Quinn | College of Letters, Arts and Social Sciences | Politics and Philosophy | Spring 2025 |
| Paul Rowley | College of Science | Biological Sciences | Spring 2025 |

Spring 2023 Candidates for Degree

COLLEGE OF AGRICULTURAL & LIFE SCIENCES

| | | | | |
|------------|-----------|------------------|-------------------------|--------------------------------|
| Collin | M | Aardema | B.S.Ag.Econ. | Ag Econ-Agribusiness Emph |
| Saroj | | Adhikari | M.S. | Applied Economics |
| Jaylee | Marie | Allen | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Catherine | M | Beld | B.S.Pl.Sc. | Crop Management |
| Chelsea | Anne | Bence | B.S. | Human Dev & Family Studies |
| Heidi | Rose | Brackebusch | M.S. | Dietetics |
| Kaelie | Marie | Brown | B.S.Ag.Ed. | Agricultural Education |
| Caleb | Jay | Byington | B.S.Pl.Sc. | Crop Science |
| Drew | Emily | Carrell | B.S.Ag.Ed. | Agricultural Education |
| Mikayla | | Cavanaugh | B.S. | Child Development |
| Christy | L | Christian | Ph.D. | Plant Science |
| Meghan | N | Clancy | B.S.A.V.S. | Career & Tech Ed-Fam&Cons Sci |
| Krystal | Margaret | Conley Natividad | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Hailey | Grace | Crawford | B.S.A.V.S. | Animal & Vet Sci-Productn Opt |
| Melinda | Elizabeth | Cross | B.S.Ag.Ed. | Agricultural Education |
| Nolan | Donald | Cumming | B.S.Ag.Econ. | Ag Econ-Agribusiness Emph |
| Jason | Robert | Damon | B.S.Ag.Econ. | Ag Econ-Agribusiness Emph |
| Jeremy | Richard | Davies | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Aayush Raj | | Dhokal | M.S. | Applied Economics |
| Raquel | | Dimond | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Garrett | Richard | Dines | B.S.Ag.Econ. | Ag Econ-Agribusiness Emph |
| Katherine | Margaret | Doumit | B.S.Ag.Econ. | Ag Econ-Agribusiness Emph |
| Jovana | | Duarte | B.S.Erly.Chldhd.Dev.Ed. | Early Childhood Devel & Ed |
| Luke | Buchanan | Edwards | B.S.Ag.Econ. | Ag Econ-Agribusiness Emph |
| Madelin | D. | Edwards | B.S.Ag.Econ. | Ag Econ-Agribusiness Emph |
| Carmen | Jubilee | Eggleston | B.S.A.V.S. | Animal & Vet Sci-Productn Opt |
| Brooklyn | S | Epperson | M.S. | Animal Science |
| Fauwial | | Farid Khan | M.S. | Applied Economics |
| Clair | Lee | Feldmann | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Kaylee | S | Flodin | B.S.F.C.S. | Apparel, Textiles, & Design |
| Megan | Alexis | Follett | M.S. | Dietetics |
| Julia | R | Furioso | Academic Certificate | Ag Commodity Risk Mgmt |
| Cole | Mitchell | Garland | B.S.A.V.S. | Animal & Vet Sci-Productn Opt |
| Nathan | | Gelles | M.S. | Plant Science |
| Blazie | | Gilder | B.S. | Human Dev & Family Studies |
| Tara | L | Goertzen | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Zackary | Elijah | Goodnature | B.S. | Apparel, Textiles, & Design |
| Mackenzie | Beth | Griggs | B.S.A.V.S. | Animal & Vet Sci-Productn Opt |
| Sarah | Elizabeth | Hale | B.S.Pl.Sc. | Biotechnology & Plant Genomics |
| Maggie | Rose | Hammon | B.S.Ag.L.S. | Ag Science, Comm, & Leadership |
| Kiely | U | Hardy | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Kendra | Nicole | Harrison | B.S. | Child Development |
| Mikayla | L | Heimbuch | M.S. | Animal Science |
| Emily | Elizabeth | Hengehold | B.S.F.C.S. | CFCS-Child Dev Family Rel |
| Karina | | Hernandez | B.S. | Child Development |
| Harry | William | Hobbs | B.S.Ag.Econ. | Ag Econ-Agribusiness Emph |
| Kylie | Marie | Holveck | B.S.Ag.L.S. | Ag Science, Comm, & Leadership |
| Maggie | Jo | Howard | B.S. | Human Dev & Family Studies |
| Anneliese | Nicole | Husaby | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Braydon | Jeter | Jensen | B.S.Pl.Sc. | Crop Management |
| Alejandro | | Jimenez Cortes | B.S.Pl.Sc. | Crop Science |

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|-----------|--------------|----------------------|----------------------|--------------------------------|
| Harleigh | Ann | Johnson | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Tiana | L | Johnson | M.S. | Dietetics |
| Adam | Richard | Kennedy | B.S.Pl.Sc. | Crop Science |
| Hannah | Lynne | Kindelspire | B.S.F.C.S. | Food and Nutrition |
| Tyler | Franklin | Lawrence | B.S.Pl.Sc. | Horticulture & Urban Agric |
| Megan | Jo | Limesand | M.S. | Dietetics |
| Torrey | Breanna | Long | B.S.F.C.S. | Apparel, Textiles, & Design |
| Charles | Kent | Lovelace | B.S.Ag.L.S. | Ag Science, Comm, & Leadership |
| Cecilia | Ann | Lucero | B.S.Pl.Sc. | Crop Management |
| Gabriela | Fernanda | Lupian | B.S.F.C.S. | CFCS-Child Dev Family Rel |
| Paul | | Macduff | B.S.S.W.S. | Agricultural Systems Mgmt |
| Angel | | Magana | B.S.F.C.S. | Apparel, Textiles, & Design |
| Gavin | Wallace | Merritt | B.S.Ag.Econ. | Ag Econ-Agribusiness Emph |
| Katie | | Messerly | M.S. | Dietetics |
| Jayden | Keith | Mink | B.S.A.V.S. | Animal & Vet Sci-Business Opt |
| Kaitlin | Mackenzie | Mirkin | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Savannah | Reyanne | Moore | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Heather | B | Neace | M.S. | Water Resources-Sci & Mgmt Opt |
| Frank | Carew | Newman | B.S.S.W.S. | Agricultural Systems Mgmt |
| Joseph | Henry | Orrison | B.S.S.W.S. | Agricultural Systems Mgmt |
| Jennifer | Margaret | Ott | B.S.Ag.Econ. | Ag Econ-Agribusiness Emph |
| Sophia | Rose | Oxarango | B.S.Ag.Econ. | Ag Econ-Agribusiness Emph |
| Kiera | Mary | Packer | B.S.Ag.L.S. | Ag Science, Comm, & Leadership |
| Grace | | Park | B.S.F.C.S. | Apparel, Textiles, & Design |
| Kayla | Joy Victoria | Park | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Megan | Grace | Parnell | Academic Certificate | Ag Commodity Risk Mgmt |
| Hailey | J | Pelton | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Roberto | | Perez | B.S.Ag.L.S. | Sustainable Food Systems |
| Apryl | Lee | Peterson | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Emily | Rene | Peterson | B.S.A.V.S. | Animal & Vet Sci-Productn Opt |
| Cassidey | Lynn | Plum | B.S.Ag.Econ. | Ag Econ-Agribusiness Emph |
| Derrick | | Pomi | B.S.S.W.S. | Agricultural Systems Mgmt |
| | | Quirino Souza Dayoub | | |
| Luana | | Zagato | M.S. | Plant Science |
| Sophia | Simone | Raasch | B.S.F.C.S. | Food and Nutrition |
| Rachael | Lane | Rager | M.S. | Dietetics |
| Justyne | Nichole | Rash-Collins | B.S. | Child Development |
| Hyrum | Scott | Rasmussen | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Melinda | Sue | Raymond | B.S.Ag.L.S. | Ag Science, Comm, & Leadership |
| Sarah | JoAnn | Reisenauer | B.S.Ag.Ed. | Agricultural Education |
| Danielle | Le | Reynolds | M.S. | Agricultural Education |
| Haley | Angell | Richardson | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Shasta | Raelynn | Richardson | B.S.Ag.Ed. | Agricultural Education |
| Cable | Jhett | Ricker | B.S.A.V.S. | Animal & Vet Sci-Productn Opt |
| Fisher | Liam | Ries | B.S.Pl.Sc. | Horticulture & Urban Agric |
| Daisy | Eva | Ruvalcaba | B.S.Ag.Econ. | Ag Econ-Agribusiness Emph |
| Daniel | | Salas | B.S.A.V.S. | Animal & Vet Sci-Dairy Sci Opt |
| Morgan | Savannah | Schulz | B.S.Ag.Ed. | Agricultural Education |
| Ana | Christine | Segsworth | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Olivia | C | Shaul | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevot Opt |
| Lovepreet | | Singh | M.S. | Food Science |
| Regann | Dawn | Skinner | B.S.Ag.Econ. | Ag Econ-Agribusiness Emph |
| Kayla | Raye | Slater | B.S. | Early Childhood Education |
| Jacob | Michael | Smith | B.S. | Food and Nutrition |
| Madison | Renee | Sotin | B.S.A.V.S. | Animal & Vet Sci-Productn Opt |
| Aubrey | | Speer | M.S. | Dietetics |
| Logan | Robert | Stansell | B.S.S.W.S. | Agricultural Systems Mgmt |
| Mia | Isabella | Stender | B.S.Ag.Ed. | Agricultural Education |

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|-----------|---------|---------------|--------------|---------------------------------|
| Charlene | Marie | Stevens | B.S.F.C.S. | Food and Nutrition |
| Ashley | Erin | Swanson | B.S.A.V.S. | Animal & Vet Sci-Productn Opt |
| Isel | | Tejeda Urenda | B.S.A.V.S. | Animal & Vet Sci-Productn Opt |
| Caleb | J. | Van Kampen | B.S.F.S. | Food Science-Food Sci Opt |
| Avelardo | | Vargas Juarez | B.S.A.V.S. | Animal & Vet Sci-Dairy Sci Opt |
| Elisha | Ann | Wade | B.S.A.V.S. | Animal & Vet Sci-Productn Opt |
| Jolene | Piper | Whiteley | B.S.F.C.S. | Food and Nutrition |
| Destiny | Rose | Whitmire | B.S. | Food and Nutrition |
| Brady | Drake | Wilson | B.S.F.C.S. | Food/Nutr-Nutrition Opt |
| Julia | Lynn | Woods | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevect Opt |
| Elizabeth | Annalee | Worley | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevect Opt |
| Cassidy | Marie | Wright | B.S.A.V.S. | Animal & Vet Sci-Sc/Prevect Opt |
| Kooper | Aaron | Yearout | B.S.S.W.S. | Agricultural Systems Mgmt |
| Jace | William | Younker | B.S.F.S. | Food Sci-Fermentation Opt |
| Margaret | | Zee | B.S.F.C.S. | Apparel, Textiles, & Design |
| Daelas | L. | Zieber | B.S.Ag.Econ. | Ag Econ-Applied Econ Emph |

COLLEGE OF ART & ARCHITECTURE

| | | | | |
|-----------|-------------|----------------|-----------|--------------------------------|
| Achiraya | | Anantachote | B.S. | Virtual Technology & Design |
| Noah | Matthew | Anderson | M.Arch. | Architecture |
| David | Oluwamayowa | Asokeji | B.S.Arch. | Architecture |
| Christian | James Peter | Bachik | M.Arch. | Architecture |
| Emily | Ruth | Ball | B.I.A.D. | Interior Architecture & Design |
| Ainsley | Louise | Bauer | B.I.A.D. | Interior Architecture & Design |
| Kaitlin | Grace | Beyrouthy | M.Arch. | Architecture |
| Jared | Rex | Black | M.Arch. | Architecture |
| Grayson | Michael | Boldt | M.Arch. | Architecture |
| Jacob | A. | Brown | B.S. | Virtual Technology & Design |
| Aleana | Teneil | Cataluna | B.I.A.D. | Interior Architecture & Design |
| West | Lee | Chalfant | M.Arch. | Architecture |
| Tzu-hui | | Chen | B.I.A.D. | Interior Architecture & Design |
| Brenna | Ashleigh | Church | M.Arch. | Architecture |
| Joseph | E | Cisneros | B.S. | Virtual Technology & Design |
| Sarah | | Condit | B.S.L.A. | Landscape Architecture |
| Cassandra | R | Deremer | B.I.A.D. | Interior Architecture & Design |
| Edwin | Ernesto | Dilone Berumen | M.Arch. | Architecture |
| Harper | Grace | Drake | B.S.Arch. | Architecture |
| Matigan | Claire | Duke | B.S.Arch. | Architecture |
| Jarrett | J | Duree | B.S.Arch. | Architecture |
| Katie | A | Ebling | B.S. | Virtual Technology & Design |
| Brittney | Christine | Ellenbecker | M.Arch. | Architecture |
| Amanda | Lyn | Eller | M.Arch. | Architecture |
| Mckenna | Marie | Enright | B.S. | Virtual Technology & Design |
| Emma | W | Ferguson | B.S. | Virtual Technology & Design |
| Emilie | Rose | Fish | B.I.A.D. | Interior Architecture & Design |
| Natalie | | Fitzgerald | B.I.A.D. | Interior Architecture & Design |
| Isabella | Nichole | Frank | B.S. | Virtual Technology & Design |
| Crystal | | Garcia-Orozco | B.S.Arch. | Architecture |
| Vitaliy | | Golovin | M.Arch. | Architecture |
| Johnathan | J | Gross | B.S.Arch. | Architecture |
| Logan | W | Hall | B.S.Arch. | Architecture |
| Kylie | Ann | Hanson | B.I.A.D. | Interior Architecture & Design |
| Ryan | Bradley | Hart | M.Arch. | Architecture |
| Elizabeth | Gail | Harwood | B.F.A. | Studio Art & Design |
| Jonathan | Michael | Harwood | B.S.Arch. | Architecture |
| Danielle | Nicole | Hawkins | M.Arch. | Architecture |

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|-----------|----------------|------------|-----------|--------------------------------|
| Monica | J | Higbee | M.Arch. | Architecture |
| Madison | Joy | Hildebrand | B.I.A.D. | Interior Architecture & Design |
| Skyler | Ross | Howell | M.Arch. | Architecture |
| Britain | M | Hunsaker | M.Arch. | Architecture |
| Joshua | Mckinnon | Hust | M.F.A. | Art |
| Kolbie | Krinn | Jones | B.S.Arch. | Architecture |
| Ryan | Jacob | Jones | B.S.L.A. | Landscape Architecture |
| Sterling | Stratford | Jones | M.Arch. | Architecture |
| Quintin | M | Kimberling | B.I.A.D. | Interior Architecture & Design |
| Claire | I | Krauss | B.I.A.D. | Interior Architecture & Design |
| Samuel | William | Kreitzer | M.Arch. | Architecture |
| Etienne | Pierre Marcel | La Count | M.Arch. | Architecture |
| Lauryn | Ashley | Lanterman | M.Arch. | Architecture |
| Riley | Ray | Leighton | M.Arch. | Architecture |
| Thomas | Armand | Lopez | B.S. | Virtual Technology & Design |
| Eric | Casey | Lynn | B.S.Arch. | Architecture |
| Reginald | D | Mace | M.Arch. | Architecture |
| Chloe | Madeline | Macon | B.S.Arch. | Architecture |
| Keaton | E.J. Alexander | Marschman | B.S. | Virtual Technology & Design |
| Lucia | M | Maughan | M.Arch. | Architecture |
| Zackery | M | Maughan | M.Arch. | Architecture |
| Benjamin | Kenneth | Mendenhall | M.Arch. | Architecture |
| Mason | Lee | Miles | B.S.Arch. | Architecture |
| Andrew | T. | Miller | M.Arch. | Architecture |
| Clara | Joy | Miller | B.F.A. | Studio Art & Design |
| Danielle | | Miller | M.Arch. | Architecture |
| Hannah | Nicole | Minas | B.S.Arch. | Architecture |
| Sophia | M | Minden | B.I.A.D. | Interior Architecture & Design |
| Juhee | | Moon | M.Arch. | Architecture |
| Olivia | Grace | Necochea | B.F.A. | Studio Art & Design |
| Jillian | J | Nelson | M.Arch. | Architecture |
| Joshua | William | Nelson | B.S. | Virtual Technology & Design |
| Juliana | Rose | Nelson | B.S.Arch. | Architecture |
| Aubrey | Grace | Newman | M.Arch. | Architecture |
| Skye | Bukvich | Northcutt | B.S. | Virtual Technology & Design |
| Francis | Martin | O'Toole | B.S. | Virtual Technology & Design |
| Daniel | | Olivo | B.F.A. | Studio Art & Design |
| Torin | James | Ozgun | B.S. | Virtual Technology & Design |
| Grace | Michelle | Parsons | B.S.Arch. | Architecture |
| Dominic | David | Pera | M.Arch. | Architecture |
| McKenzie | Grace | Peringer | B.S. | Virtual Technology & Design |
| Karlee | Ann | Peterson | M.Arch. | Architecture |
| Kaling | | Phung | B.S.Arch. | Architecture |
| Kirk | Michael | Raynor | B.I.A.D. | Interior Architecture & Design |
| Gregory | Tomas | Reyes | M.Arch. | Architecture |
| Jakin | Caleb | Richerson | B.S.Arch. | Architecture |
| Syringa | Katherine | Riley | B.S.Arch. | Architecture |
| Samuel | William | Rose | B.S. | Virtual Technology & Design |
| Anra | | Rowley | M.F.A. | Art |
| Tristan | Luke | Sahwell | M.Arch. | Architecture |
| Parker | Lynn | Salisbury | B.I.A.D. | Interior Architecture & Design |
| Keegan | Cody | Schaner | B.I.A.D. | Interior Architecture & Design |
| Dakota | Despain | Simpson | B.S. | Virtual Technology & Design |
| Madeline | Grace Kay | Smith | B.S.Arch. | Architecture |
| Elizabeth | | Smythe | M.Arch. | Architecture |
| Sydney | Dream | Speck | B.F.A. | Studio Art & Design |
| Nicole | Liana | Stampke | B.I.A.D. | Interior Architecture & Design |

| | | | | |
|------------|---------|----------|-----------|--------------------------------|
| Kelsey | Lynn | Starman | B.S.Arch. | Architecture |
| Jeffrey | Tucker | Steinman | B.S.Arch. | Architecture |
| Ashley | Beth | Summers | B.I.A.D. | Interior Architecture & Design |
| Chloe | Meryl | Temple | B.I.A.D. | Interior Architecture & Design |
| Kimberly | | Timmons | B.F.A. | Studio Art & Design |
| Mal Sawm | | Tluang | B.S.Arch. | Architecture |
| Jack | E. | Tucker | B.S.Arch. | Architecture |
| Jacqueline | Alexa | Ullrich | B.I.A.D. | Interior Architecture & Design |
| Levi | Timothy | Veenstra | B.S.Arch. | Architecture |
| Alexandra | | Vega | B.S.L.A. | Landscape Architecture |
| Anna | Rose | Williams | B.F.A. | Studio Art & Design |
| Dalton | Richard | Withers | B.S.Arch. | Architecture |
| Dominic | Aquinas | Zepeda | B.S.Arch. | Architecture |
| Kurtis | J. | Zylstra | M.Arch. | Architecture |

COLLEGE OF BUSINESS & ECONOMICS

| | | | | |
|-------------|----------------|------------|----------------------|-----------------------------------|
| Sarah | M | Abraham | B.S.Bus. | Mgmt & HR-Entrep & Sm Bus Emph |
| Cindy | C | Albor | B.S.Bus. | Marketing-Entrepreneurship Emp |
| Maximillian | Otto | Andrews | B.S.Bus. | Finance |
| Abbygayle | Mary Elizebeth | Asker | B.S.Bus. | Marketing-Gen Marketing Emph |
| Cole | Bruce | Baillie | B.S.Bus. | Bus Econ-General Opt |
| Tristan | Everett | Baiocco | M.Acct. | Accountancy |
| Alexander | John Wesley | Banks | B.S.Bus. | Management Information Systems |
| Alexander | J | Barigar | B.S.Bus. | Marketing-Entrepreneurship Emp |
| Mason | Stewart | Barstow | Academic Certificate | Trading & Capital Management |
| Benjamin | A | Behm | B.S.Bus. | Accounting |
| Isaac | Paul | Berglund | B.S.Bus. | Operations Management |
| Evan | Jerry | Bermensolo | B.S.Bus. | Finance |
| Joseph | John | Bideganeta | B.S.Bus. | Bus Econ-General Opt |
| Vivian | Rae | Boren | B.S.Bus. | Marketing-Gen Marketing Emph |
| Carter | D | Bottom | B.S.Bus. | Operations Management |
| Cole | | Branter | B.S.Bus. | Management Information Systems |
| Hannah | Rosemary | Burt | M.Acct. | Accountancy |
| Michelle | Lee | Carnahan | B.S.Bus. | Accounting |
| Austin | R | Carper | B.S.Bus. | Finance |
| Leahlynn | Mae | Cates | B.S.Bus. | Mgmt & HR-Human Res Mgmt Emph |
| Dylan | Bradley | Cobb | B.S.Bus. | Mgmt & HR-Management Emph |
| Christian | T | Collins | B.S.Bus. | Management Information Systems |
| Riley | Grace | Comstock | B.S.Bus. | Operations Management |
| Alexis | F | Cortez | B.S.Bus. | Marketing-Gen Marketing Emph |
| Hannah | | Covey | B.S.Bus. | Marketing-Gen Marketing Emph |
| Alyssa | L | Crain | B.S.Bus. | Mgmt & HR-Human Res Mgmt Emph |
| Addison | Kate | Crowther | B.S.Bus. | Mgmt & HR-Human Res Mgmt Emph |
| Mackenzie | Rose | Daniels | B.S.Bus. | Accounting |
| Gabriel | L | Dinnel | B.S.Bus. | Operations Management |
| Wayne | William | Ebenroth | B.S.Bus. | Accounting |
| Ehsan | Ahlem | Entezar | B.S.Bus. | Bus Econ-General Opt |
| Gracie | Lee | Faulkner | B.S.Bus. | Mgmt & HR-Human Res Mgmt Emph |
| Nathan | Frederick | Franz | B.S.Bus. | Marketing-Gen Marketing Emph |
| John James | J | Frey | B.S.Bus. | Marketing-Sales Mgmt Opt |
| Addison | Tess | Golightly | M.Acct. | Accountancy |
| Daniel | | Guevara | B.S.Bus. | Finance |

| | | | | |
|-----------|-----------|--------------------|----------------------|---|
| Kacie | Ann | Guy | B.S.Bus. | Finance |
| Michael | Bentley | Hanshaw | B.S.Bus. | Bus Econ-General Opt |
| Lindsay | T | Harnish | Academic Certificate | Business Analytics |
| Greyson | Scot | Harwood | B.S.Bus. | Marketing-Gen Marketing Emph |
| Hayden | Thomas | Hatten | B.S.Bus. | Bus Econ-General Opt |
| Hogan | Tyler | Hatten | B.S.Bus. | Marketing-Gen Marketing Emph |
| Ashley | Nicole | Haynie | B.S.Bus. | Bus Econ-General Opt |
| Claire | Elizabeth | Heberer | B.S.Bus. | Marketing-Gen Marketing Emph |
| Ty | N | Hendrickson | B.S.Bus. | Operations Management |
| Jennifer | | Hernandez Arroyo | B.S.Bus. | Marketing-Mrkt Analytics Emph |
| Katarina | A | Hockema | Academic Certificate | Promo & Digital Marketing |
| Alexandra | Darlene | Hough | B.S.Bus. | Accounting |
| Santiago | | Ixta Acuna | B.S.Bus. | Marketing-Gen Marketing Emph |
| Sophie | Kathleen | Jalbert | B.S.Bus. | Bus Econ-General Opt |
| Travis | Riley | Jerome | B.S.Bus. | Marketing-Gen Marketing Emph |
| Taya | Suzanne | Johnson | B.S.Bus. | Finance |
| Schreyer | Caroline | Jones | B.S.Bus. | Marketing-Gen Marketing Emph |
| Matthew | Seamas | Kavanaugh | B.S.Bus. | Bus Econ-General Opt |
| Piper | June | Kent | B.S.Bus. | Marketing-Gen Marketing Emph Mgmt & HR-Entrep & Sm Bus Emph |
| Deanna | Catherine | Kienbaum | B.S.Bus. | Finance |
| Shea | | Kimball | B.S.Bus. | Accounting |
| Garrett | William | King | B.S.Bus. | Mgmt & HR-Human Res Mgmt Emph |
| Lian | E | Koeppel Willcoxson | B.S.Bus. | Business Analytics |
| Stephanie | Jane | Koziol | Academic Certificate | Operations & Supply Chain Mgmt |
| Elijah | Sean | Kyle | B.S.Bus. | Finance |
| Caitlin | Rose | Lanterman | B.S.Bus. | Management Information Systems |
| Kevin | Michael | Lebsock | B.S.Bus. | Marketing-Gen Marketing Emph |
| Emma | Margrethe | Leibow | B.S.Bus. | Mgmt & HR-Management Emph |
| Jacob | Phillip | Lerch | B.S.Bus. | Marketing-Gen Marketing Emph |
| Alejandro | Andre | Lopez Arteaga | B.S.Bus. | Finance |
| Nathan | Mitchell | Lothspeich | B.S.Bus. | Mgmt & HR-Human Res Mgmt Emph |
| Cayden | Tyler | Loveland | B.S.Bus. | Marketing-Gen Marketing Emph |
| Laura | Kristjana | Lynch | B.S.Bus. | Finance |
| James | Michael | Lyons | B.S.Bus. | Operations Management |
| Jonathan | James | Malmo | B.S.Bus. | Bus Econ-General Opt |
| Lillie | Simone | Manyon | B.S.Bus. | Bus Econ-General Opt |
| Armin | | Masic | B.S.Bus. | Marketing-Gen Marketing Emph |
| Kilynn | Jordan | Maxwell | B.S.Bus. | Bus Econ-General Opt |
| Alexander | Jacob | McCabe | B.S.Bus. | Marketing-Gen Marketing Emph |
| Phoebe | Brook | McGrath | B.S.Bus. | Marketing-Gen Marketing Emph |
| Shaynie | Marie | Montee | B.S.Bus. | Bus Econ-General Opt |
| Alexander | J. | Moore | B.S.Bus. | Finance |
| Hunter | Richard | Moore | B.S.Bus. | Operations Management |
| Riley | Sue | Moreland | B.S.Bus. | Accountancy |
| Garrett | Douglas | Nelson | M.Acct. | Accounting |
| Luke | Douglas | Nemec | B.S.Bus. | Accountancy |
| Zachary | Mark | Nunis | M.Acct. | Marketing-Gen Marketing Emph |
| Elizabeth | | Oropeza | B.S.Bus. | Mgmt & HR-Human Res Mgmt Emph |
| Savanna | May | Pagel | B.S.Bus. | Operations Management |
| Thomas | James | Patterson | B.S.Bus. | Bus Econ-General Opt |
| Francisco | Jesus | Perez Bascon | B.S.Bus. | Marketing-Gen Marketing Emph |
| Joshua | | Picker | B.S.Bus. | Marketing-Gen Marketing Emph |
| Emalee | Dawn | Pippin | B.S.Bus. | Accounting |
| Danielle | Lynn | Pranger | B.S.Bus. | |

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|-----------|-----------------|---------------|----------------------|---|
| Logan | Dean | Prater | B.S.Bus. | Operations & Supply Chain Mgmt Mgmt & HR-Entrep & Sm Bus Emph |
| Daseau | | Puffer | B.S.Bus. | |
| Gabriel | G. | Quinnett | Academic Certificate | Trading & Capital Management |
| Joshua | Jay | Ralphs | M.Acct. | Accountancy |
| Aidan | Albert | Ramirez | B.S.Bus. | Bus Econ-General Opt |
| Lauren | | Ramon | B.S.Bus. | Marketing-Entrepreneurship Emp Mgmt & HR-Human Res Mgmt Emph |
| Katherine | Marie | Raphael | B.S.Bus. | |
| Dalton | Lane | Rasgorshok | B.S.Bus. | Bus Econ-General Opt |
| Bret | Bryant | Raymond | B.S.Bus. | Mgmt & HR-Management Emph |
| Jayden | Micheal | Richards | B.S.Bus. | Finance |
| James | | Riebe | B.S.Bus. | Operations Management |
| Britney | N. | Rill | M.Acct. | Accountancy |
| Esteban | David | Rivera Galvan | B.S.Bus. | Bus Econ-Finan Econ Opt |
| Anthony | Vance | Rizzo | B.S.Bus. | Mgmt & HR-Management Emph |
| Thomas | Duane | Rizzo | M.Acct. | Accountancy |
| Nathan | William | Rois | B.S.Bus. | Operations Management |
| Nicholas | M. | Romano | B.S.Bus. | Finance |
| Mia | Nicole | Ruby | B.S.Bus. | Finance |
| Jamal | Anthony | Sanders | B.S.Bus. | Marketing-Entrepreneurship Emp |
| Jack | Benjamin | Schaefer | Academic Certificate | Trading & Capital Management |
| Hunter | Trey | Schoo | B.S.Bus. | Marketing-Gen Marketing Emph |
| Karli | Rebecca | Scott | M.Acct. | Accountancy |
| Michael | James Elvington | Self | B.S.Bus. | Management Information Systems |
| Colt | Steven | Sherrell | B.S.Bus. | Marketing-Entrepreneurship Emp |
| Charles | Gage | Skaggs | B.S.Bus. | Marketing-Gen Marketing Emph |
| Samuel | E | Slusser | Academic Certificate | Trading & Capital Management |
| Bailey | Michael | Spackman | B.S.Bus. | Marketing-PGA Golf Mgmt Opt |
| Jacob | Scott | Spence | B.S.Bus. | Bus Econ-General Opt |
| Cody | Bryson | Stattner | B.S.Bus. | Bus Econ-General Opt |
| Edward | Rolland | Steenkolk | B.S.Bus. | Marketing-Gen Marketing Emph |
| Adam | Michael | Taylor | B.S.Bus. | Marketing-Gen Marketing Emph |
| Shaw | Stetson | Taylor | B.S.Bus. | Marketing-PGA Golf Mgmt Opt |
| Joseph | Buenaventura | Tibesar | B.S.Bus. | Operations & Supply Chain Mgmt |
| John | Blake | Usabel | B.S.Bus. | Finance |
| Ashlynn | Marie | Valdez | B.S.Bus. | Bus Econ-General Opt |
| Ryan | | Van Earden | B.S.Bus. | Operations Management |
| Lauren | Joelle | Van Lith | B.S.Bus. | Marketing-Gen Marketing Emph |
| Jessica | S. | Vega | Academic Certificate | Entrepreneurship |
| Benjamin | Nathan | Webb | B.S.Bus. | Accounting |
| Caden | Matthew | Wengler | B.S.Bus. | Marketing-Gen Marketing Emph Mgmt & HR-Human Res Mgmt Emph |
| Katherine | Lee | Wilkerson | B.S.Bus. | |
| Faust | Aidan | Ystueta | B.S.Bus. | Finance |

COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES

| | | | | |
|-------------|---------|-------------|----------------|-----------------------------|
| JoAnn | R | Abad | B.S.E.S.H.S. | Exer, Sprt, Hlth Sci-Pre-AT |
| Cali | S | Ahlers | B.S.Ed. | Secondary Education |
| Emily | Ann | Alandt | B.S.E.S.H.S. | Exer, Sprt, Hlth Sci-Pre-PT |
| Irene | | Alexandraki | Ph.D. | Education |
| Ibtisam | Mesfer | Alhasaf | Ph.D. | Education |
| Sydney | R | Almarez | M.S.A.T. | Athletic Training |
| Christopher | Joseph | Amon | B.S.Ed. | Secondary Education |
| Amy | Lynn | Arlint | Ed.S.Ed.Ldrshp | Educational Leadership |
| Julia | Diane | Bailey | B.S.E.S.H.S. | Exer, Sprt, Hlth Sci-Pre-PT |
| Desiree | Nichole | Ballis | M.Ed. | Educational Leadership |

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|-----------|-----------|--------------------|----------------------|--------------------------------|
| Beyonce | M | Bea | B.S.E.S.H.S. | Exer, Sprt, Hlth Sci-Pre-PT |
| Natalie | Rae | Beaton | B.S.Ed. | Secondary Education |
| Jennifer | Ann | Behl | M.Ed. | Educational Leadership |
| Katelyn | Irene | Benner | B.S.E.S.H.S. | Exer,Sprt,Hlth Sci-Fit/HI/HmPf |
| Allyson | J. | Berg | B.S.Ed. | Elementary Education |
| Taylor | Katherine | Bieker | Ed.S.Ed.Ldrshp | Educational Leadership |
| Mark | Wesley | Boatman | M.Ed. | Educational Leadership |
| Hannah | | Boutwell | M.S.A.T. | Athletic Training |
| Rebekka | M | Boysen-Taylor | Ph.D. | Education |
| Kalina | | Brar | M.S.A.T. | Athletic Training |
| Jody | Lee | Braun | Ed.S.Ed.Ldrshp | Educational Leadership |
| Caitlin | Anne | Buchanan | M.Ed. | Curriculum and Instruction |
| Evan | | Buckley | M.S.A.T. | Athletic Training |
| Jasmine | Elissa | Bullock | B.S.Ed. | Elementary Education |
| Ashley | May | Burke | M.S. | Adult/Org Learnng & Leadership |
| Lauren | | Burns | M.Ed. | Educational Leadership |
| Wade | Curtis | Carpenter | B.S.Rec. | Rec, Sport, & Tourism Mgmt |
| Eduardo | Anthony | Celis | Academic Certificate | Human Resource Development |
| Elmer | | Chavez Castrejon | M.S. | Movement & Leisure Sciences |
| Karina | | Cisar | M.S.A.T. | Athletic Training |
| Hannah | R | Clay | B.S.Ed. | Secondary Education |
| Paul | David | Collins | M.Ed. | Educational Leadership |
| Kaelin | A | Cooley | M.S.A.T. | Athletic Training |
| Aline | Rosalinda | Cortez Magana | B.S.E.S.H.S. | Exer, Sprt, Hlth Sci-Pre-AT |
| Clinton | Don | Cousineau | B.S.Ed. | Career & Tech Ed-Fam&Cons Sci |
| Katie | Jeane | Crawford | Ed.S.Ed.Ldrshp | Educational Leadership |
| Alexandra | Paige | Dahl | M.Ed. | Educational Leadership |
| Shelbi | Leanne | Dawkins | B.S. | Exer, Sprt, Hlth Sci-Pre-AT |
| Amy | Rebecca | DeAndre | M.Ed. | Physical Education |
| Bonny | Blue | DuPuis | Ed.D. | Education |
| Eric | Edward | DuPuis | Ed.D. | Education |
| Whitney | LeAnn | Duke | M.Ed. | Educational Leadership |
| Tami | Michelle | Edwards | M.Ed. | Educational Leadership |
| Yi | | Fan | M.S.A.T. | Athletic Training |
| Mikayla | Rose | Ferez | M.S. | Movement & Leisure Sciences |
| Emma | Jayne | Finley | B.S.Ed. | Elementary Education |
| Samantha | Dawn | Finnell | B.S.Ed. | Secondary Education |
| Susanne | | Foote | Ed.S.Ed.Ldrshp | Educational Leadership |
| Andrea | Kaye | Fuentes | Ed.S.Ed.Ldrshp | Educational Leadership |
| Eulalia | | Gallegos Buitron | Ph.D. | Education |
| Katelyn | | Garfield | B.S.E.S.H.S. | Exer, Sprt, Hlth Sci-Pre-AT |
| Brienne | Renee | Glenn | B.S.Rec. | Rec, Sport, & Tourism Mgmt |
| Elizabeth | Anne | Godinho | M.S.A.T. | Athletic Training |
| Isabel | | Gonzalez Rodriguez | B.S.Ed. | Elementary Education |
| Hayden | Douglas | Gorham | B.S.E.S.H.S. | Exer, Sprt, Hlth Sci-Pre-PT |
| Abigail | Florence | Goyette | M.Ed. | Educational Leadership |
| Austin | J | Greene | B.S.E.S.H.S. | Exer, Sprt, Hlth Sci-Pre-PT |
| Brad | Allen | Hadley | Ed.S.Ed.Ldrshp | Educational Leadership |
| Virginia | Lyn | Hammond | Ed.S.Ed.Ldrshp | Educational Leadership |
| Julia | A | Hanley | M.S. | Adult/Org Learnng & Leadership |
| Brian | Lee | Hannibal | M.S.A.T. | Athletic Training |
| Jason | Michael | Hardy | B.S.E.S.H.S. | Exer,Sprt,Hlth Sci-Fit/HI/HmPf |
| Ryan | J | Haren | B.S.Ed. | Secondary Education |
| Zehua | | He | B.S.Ed. | Elementary Education |
| Athena | Nicole | Herman | M.Ed. | Educational Leadership |
| Braxton | Gene | Herrick | M.S. | Adult/Org Learnng & Leadership |
| Cameron | R | Hewitt | B.S.E.S.H.S. | Exer, Sprt, Hlth Sci-Pre-PT |

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|-----------|---------------|--------------------|--------------|--------------------------------|
| Rachel | Ruby | Hill | M.S.A.T. | Athletic Training |
| Madison | Ann | Hinkelman | B.S.Ed. | Elementary Education |
| Nolan | | Hodges | M.S.A.T. | Athletic Training |
| Danielle | Grace | Hodgson | B.S.Ed. | Secondary Education |
| Lauren | Brooke | Horan | M.Ed. | Educational Leadership |
| Jack | Dennis | Humphrey | B.S.Ed. | Elementary Education |
| Johanna | J. | Hyink | B.S.Ed. | Career & Tech Ed-Wrkfc Trn&Dev |
| Lundyn | Gabriel | Jared | M.S. | Adult/Org Learnng & Leadership |
| Malia | April | Jaynes | B.S.Ed. | Elementary Education |
| Asher | Nicholas | Johnson | B.S.Ed. | Elementary Education |
| Hunter | Issac | Johnson | M.S.A.T. | Athletic Training |
| Jennifer | Merlene | Johnson | M.Ed. | Educational Leadership |
| Kiersten | Annika | Johnson | B.S.Rec. | Rec, Sport, & Tourism Mgmt |
| Rachel | A. | Jones | M.Ed. | Educational Leadership |
| Nicole | Mary Kathleen | Judson | M.A.T. | Secondary Education |
| Mary | Lynn | Juhasz | M.Ed. | Educational Leadership |
| Kierra | Nicole | Kindelberger | B.S.Ed. | Secondary Education |
| Katelyn | Elaine | Kleinkopf | B.S.E.S.H.S. | Exer,Sprt,Hlth Sci-Fit/HI/HmPf |
| Opal | Ann | Koepfel Willcoxson | B.S.E.S.H.S. | Exer, Sprt, Hlth Sci-Pre-AT |
| Rilie | V | Krieg | B.S.E.S.H.S. | Exer,Sprt,Hlth Sci-Fit/HI/HmPf |
| Lukas | | Krumpl | Ph.D. | Education |
| Makenzie | Paige | Kuykendall | B.S.Ed. | Secondary Education |
| Sonja | Kirsten | LaPaglia | Ph.D. | Education |
| Adam | Jackson | Lauda | B.S.E.S.H.S. | Exer,Sprt,Hlth Sci-Fit/HI/HmPf |
| Kristi | Renee | Lawrie | M.Ed. | Curriculum and Instruction |
| Jessica | Alice | Layton | M.Ed. | Special Education |
| Makenna | E. | Leigh | M.S.A.T. | Athletic Training |
| Tyler | Max | Leister | B.S.Ed. | Secondary Education |
| Sydney | Nicole | Leverett | D.A.T. | Athletic Training |
| Margaret | A | Lewis | B.S.E.S.H.S. | Exer, Sprt, Hlth Sci-Pre-PT |
| Megan | Ashleigh | Lolley | B.S.Ed. | Secondary Education |
| Shelby | D | Lorcher | B.S.Ed. | Elementary Education |
| Alyssa | Nicole | Lundgren | B.S.Ed. | Elementary Education |
| Sabrina | L | Lustig | B.S.Ed. | Secondary Education |
| Aleksandr | Andreivich | Lutsenko | B.S.E.S.H.S. | Exer, Sprt, Hlth Sci-Pre-PT |
| Sean | Theron | Lyon | M.Ed. | Educational Leadership |
| Mary | Madison | Lyons | M.Ed. | Educational Leadership |
| Ryden | Trace | Mader | B.S.E.S.H.S. | Exer,Sprt,Hlth Sci-Fit/HI/HmPf |
| Emma | Rose | Mahuron-Vigil | B.S.E.S.H.S. | Exer, Sprt, Hlth Sci-Pre-PT |
| Diego | | Maldonado Quezada | B.S.E.S.H.S. | Exer,Sprt,Hlth Sci-Fit/HI/HmPf |
| Rebecca | Lynne | Malloy | B.S.Ed. | Secondary Education |
| Preston | King | Marispini | B.S.Ed. | Secondary Education |
| Ashley | Ann | Marmon | B.S.Ed. | Elementary Education |
| Andrew | K. | Martin | Ph.D. | Education |
| Tristin | Anne | Martinez | B.S.E.S.H.S. | Exer,Sprt,Hlth Sci-Fit/HI/HmPf |
| Nickolai | Paul | Martonick | Ph.D. | Education |
| Alicia | | Mattera | B.S.Ed. | Career & Tech Ed-Fam&Cons Sci |
| Sierra | Nicole | May | B.S.E.S.H.S. | Exer,Sprt,Hlth Sci-Fit/HI/HmPf |
| William | John | Mayo | B.S.E.S.H.S. | Exer, Sprt, Hlth Sci-Pre-PT |
| Marie | Watts | McCulloch | M.Ed. | Educational Leadership |
| Dawn | Michelle | McCusker | Ph.D. | Education |
| Jessica | Rose | McKenzie | M.S. | Adult/Org Learnng & Leadership |
| Kate | | McKern | M.S.A.T. | Athletic Training |
| Heather | | McKinlay | M.A. | Tchg English/Spkrs Oth Lang |
| Marci | Ann | Miller | M.S. | Adult/Org Learnng & Leadership |
| Kathryn | E | Mittlelder | M.Ed. | Educational Leadership |
| Corey | N | Morrison | B.S.Ed. | Elementary Education |

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|-------------|------------------|--------------|----------------------|--------------------------------|
| Meinhart | Wencesia Augusto | Mosqueda | Ed.S.Ed.Ldrshp | Educational Leadership |
| Glenna | Lynn | Newby | M.Ed. | Educational Leadership |
| Isaac | | Ofori | B.S.E.S.H.S. | Exer,Sprt,Hlth Sci-Fit/HI/HmPf |
| Brooke | Harper | Painter | B.S.Rec. | Rec, Sport, & Tourism Mgmt |
| Zoe | Evelynn | Pantis | B.S.E.S.H.S. | Exer,Sprt,Hlth Sci-Fit/HI/HmPf |
| Suelynn | Nguyen | Parker | B.S.Ed. | Career & Tech Ed-Bus/Mk Ed Opt |
| Chad | Todd | Parson | B.S.Ed. | Career & Tech Ed-Wrkfc Trn&Dev |
| McCoy | T | Patton | B.S.Ed. | Elementary Education |
| Amber | Dawn | Phillips | Ed.S.Ed.Ldrshp | Educational Leadership |
| Champney | Belle | Pulliam | B.S.Ed. | Elementary Education |
| Layna | Rae | Questad | B.S.Ed. | Elementary Education |
| Katelyn | Aida | Quinn | B.S.E.S.H.S. | Exer, Sprt, Hlth Sci-Pre-PT |
| Sasha | | Rabaiotti | B.S.Ed. | Elementary Education |
| Susan | Charmaign | Rau | M.S.A.T. | Athletic Training |
| Nicole | Kirsten | Recla | M.Ed. | Curr & Instr-Teacher Cert Emph |
| Nathan | | Reep | D.A.T. | Athletic Training |
| Eduardo | Arturo | Reyes | M.S. | Adult/Org Learnng & Leadership |
| Marco | Antonio | Rojo | B.S.Rec. | Rec, Sport, & Tourism Mgmt |
| Yesenia | | Romo | B.S.Ed. | Secondary Education |
| Terry | Scott | Rothamer | M.Ed. | Educational Leadership |
| Tucker | Dean | Rovig | M.S. | Adult/Org Learnng & Leadership |
| McKenzie | Kay Louise | Russell | M.Ed. | Special Education |
| Lysa | C. | Salsbury | Ph.D. | Education |
| Skar | | Sato | Ed.S.Ed.Ldrshp | Educational Leadership |
| Matthew | A. | Schneiderman | Ed.S.Ed.Ldrshp | Educational Leadership |
| Shawna | N | Schneiderman | Ed.S.Ed.Ldrshp | Educational Leadership |
| Justin | Keith | Scoggin | Ph.D. | Education |
| Noel | Victoria | Scott | M.S.A.T. | Athletic Training |
| Madison | | Seaman | M.Ed. | Educational Leadership |
| Masaya | | Shirai | M.S.A.T. | Athletic Training |
| Annie | Marie | Short | M.Ed. | Curriculum and Instruction |
| Anne | Marie | Siron | Ed.S.Ed.Ldrshp | Educational Leadership |
| Andrew | F | Smith | M.Ed. | Educational Leadership |
| Evalie | M. | Smith | B.S.Ed. | Elementary Education |
| Kailey | | Smith | B.S.Ed. | Secondary Education |
| Mark | Joseph | Sowa | Ph.D. | Education |
| Kyle | Brian | Spence | B.S.Ed. | Secondary Education |
| Kevin | J. | Stilling | M.Ed. | Educational Leadership |
| Charles | Homer | Stivison | M.Ed. | Educational Leadership |
| Christopher | John | Stoker | Ed.S.Ed.Ldrshp | Educational Leadership |
| Ethan | | Sunseri | B.S.E.S.H.S. | Exer,Sprt,Hlth Sci-Fit/HI/HmPf |
| Diane | R. | Swensen | Ph.D. | Education |
| Quinton | Timothy | Tapp | M.S.A.T. | Athletic Training |
| Crystal | Anne | Thatcher | Ed.S.Ed.Ldrshp | Educational Leadership |
| Leah | Rencher | Thayer | Ed.S.Ed.Ldrshp | Educational Leadership |
| Molly | | Thornton | M.Ed. | Educational Leadership |
| Mary | Kathryn | Tkach | Academic Certificate | Human Resource Development |
| Stacey | Elizabeth | Vakanski | Academic Certificate | Human Resource Development |
| Javier | Cordova | Valero | M.S. | Adult/Org Learnng & Leadership |
| Christopher | Anthony | Vergara | Academic Certificate | Cult Resp Pedag & UnivrsI Dsgn |
| Ella | Sophia | Verhoff | B.S.E.S.H.S. | Exer,Sprt,Hlth Sci-Fit/HI/HmPf |
| Marah | Grace | Vogel | M.S.A.T. | Athletic Training |
| Morgan | Roslyn | Votava | B.S.E.S.H.S. | Exer, Sprt, Hlth Sci-Pre-PT |
| Peyton | Greer | Wagner | B.S.Ed. | Elementary Education |
| Carleigh | Celeste | Waites | B.S.Ed. | Elementary Education |
| Alison | Ann | Walker | M.Ed. | Educational Leadership |
| Amanda | Grace | Warwick | B.S.Rec. | Rec, Sport, & Tourism Mgmt |

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|--------|------------|-----------|----------------------|---------------------------------|
| Scott | Mathew Kim | Werner | B.S.E.S.H. | Exercise Science & Health |
| Conner | Michael | Weygint | M.Ed. | Curr & Instr-Teacher Cert Emph |
| Daryan | Cree | Whaler | D.A.T. | Athletic Training |
| Beth | Iolean | Whitfield | Ph.D. | Education |
| Kylee | Ann | Wicks | M.Ed. | Educational Leadership |
| Chaz | E | Wolcott | Academic Certificate | Cult Resp Pedag & Univrs'l Dsgn |
| Maryam | Elhabashy | Wolff | Ed.S.Ed.Ldrshp | Educational Leadership |
| Ava | Grace | Wood | B.S.Ed. | Elementary Education |

COLLEGE OF ENGINEERING

| | | | | |
|-------------|---------------|----------------|----------------------|-------------------------------|
| Mohammed | Ibrahim | Abu Saq | Ph.D. | Civil Engineering |
| Mohammad | | Al Ebedan | B.S.E.E. | Electrical Engineering |
| Norah | Saad | Al Sairy | Ph.D. | Materials Science & Engr |
| Shujaea | S SH M | Aldousari | B.S.E.E. | Electrical Engineering |
| | Mahmoud | | | |
| Sana'a | Mohammed | Algaraibeh | Ph.D. | Computer Science |
| Abdulsalam | Mohammed Y | Alghamdi | B.S.M.E. | Mechanical Engineering |
| Meshari | Gh A Gh S M | Alhajeri | B.S.E.E. | Electrical Engineering |
| Abdalrahman | TH B H A | Alhajri | B.S.E.E. | Electrical Engineering |
| Jourdan | Cole | Allen | B.S.Ch.E. | Chemical Engineering |
| Fahad | Fahhad F. | Alqahtani | Ph.D. | Computer Science |
| Joshua | Walker | Anderson | B.S.Ch.E. | Chemical Engineering |
| Nicholas | | Anderson | B.S. | Biological Engineering |
| Kate | Helen | Antonov | M.S. | Electrical Engineering |
| Jayr | | Ayala | B.S.C.E. | Civil Engineering |
| Rui | | Bao | B.S.C.S. | Computer Science |
| Harrison | B | Bashaw | B.S.C.E. | Civil Engineering |
| Tyler | Stuart | Bendele | B.S.E.E. | Electrical Engineering |
| Srijan | | Bhandari | M.S. | Mechanical Engineering |
| Rahul | | Bhardwaj | Academic Certificate | Power Syst Protection & Relay |
| Rahul | | Bhusal | B.S.Ch.E. | Chemical Engineering |
| Andoni | | Bieter Lete | M.Engr. | Biological Engineering |
| Edward | James | Black | B.S.C.E. | Civil Engineering |
| Owen | Laurence | Blair | B.S.E.E. | Electrical Engineering |
| Isaac | Robert Russel | Blake | B.S.Ch.E. | Chemical Engineering |
| Taylor | Paige | Booker | B.S. | Biological Engineering |
| Jonathan | Thomas | Bosse | B.S.Ch.E. | Chemical Engineering |
| Brandon | Micheal | Boyd | B.S.C.E. | Civil Engineering |
| Morgan | | Brockman | B.S.C.S. | Computer Science |
| Jacob | R | Brower | M.S. | Mechanical Engineering |
| Kaleb | J | Browning | B.S.C.S. | Computer Science |
| Keenan | G | Bryan | B.S.M.E. | Mechanical Engineering |
| Benjamin | K | Bunce | B.S.E.E. | Electrical Engineering |
| Nicolas | R | Burrows | B.S.M.E. | Mechanical Engineering |
| Michael | J | Cadmus | B.S.M.E. | Mechanical Engineering |
| Chandler | J | Calkins | Academic Certificate | Cybersecurity |
| Anne | M | Carper | B.S. | Biological Engineering |
| Bruno | | Casino Remondo | B.S. | Biological Engineering |
| Mairen | Eleanore | Chard | B.S. | Biological Engineering |
| Ze Ying | | Chen | B.S.E.E. | Electrical Engineering |
| James | Patrick | Chmelik | B.S.M.E. | Mechanical Engineering |
| Joseph | Abraham | Christensen | Ph.D. | Nuclear Engineering |
| Sheldon | Wayne | Christensen | M.S. | Technology Management |
| Kyle | Curtis | Christopher | B.S.M.E. | Mechanical Engineering |
| Roger | Carson | Chunn | M.S. | Technology Management |
| Sarah | Morgan | Cordier | B.S.C.E. | Civil Engineering |

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|----------------|-----------|----------------------|-------------|--------------------------|
| Brennen | T | Coulson | B.S.M.E. | Mechanical Engineering |
| Seth | P | Cram | B.S.Comp.E. | Computer Engineering |
| Joseph | Sebastian | Dekold | M.S. | Mechanical Engineering |
| Calvin | Myer | Downey | M.S. | Materials Science & Engr |
| Riley | J | Doyle | B.S.C.S. | Computer Science |
| Bryce | | DuCharme | M.S. | Geological Engineering |
| Ross | Gerard | Dunworth | B.S.E.E. | Electrical Engineering |
| Megan | Marie | Eckroth | M.Engr. | Electrical Engineering |
| Macallyster | Shawn | Edmondson | B.S.E.E. | Electrical Engineering |
| Shane | | Elmose | B.S.M.E. | Mechanical Engineering |
| Austin | W | Emerick | B.S.C.E. | Civil Engineering |
| Eugene | Tetty | Engmann | Ph.D. | Nuclear Engineering |
| Theodore | Griffin | Ertel | B.S.C.E. | Civil Engineering |
| Mary | Louise | Everett | M.S. | Computer Science |
| Glen | Warren | Findlay | B.S.M.E. | Mechanical Engineering |
| Delaney | Elizabeth | Fitzgerald | B.S.C.S. | Computer Science |
| Kade | J | Forbes | B.S.M.S.E. | Materials Science & Engr |
| John | Clark | Foster | M.Engr. | Electrical Engineering |
| Marcus | Joseph | Garcia | M.Engr. | Electrical Engineering |
| Noah | Martin | George | B.S.C.E. | Civil Engineering |
| Kurian | | Georly Kunnathushery | B.S.C.S. | Computer Science |
| Ryan | | Gilbert | M.Engr. | Mechanical Engineering |
| Michael | D. | Glaser | B.S.Tech. | Industrial Technology |
| Chad | Benjamin | Goodall | B.S.Comp.E. | Computer Engineering |
| Brendyn | Shea | Goodwin | B.S.M.E. | Mechanical Engineering |
| Chase | Alexander | Gornick | B.S.C.S. | Computer Science |
| Joel | Isaac | Gradin | B.S.C.E. | Civil Engineering |
| Lauren | Raye | Graves | B.S. | Biological Engineering |
| Madelynn | M | Gregoire | B.S.C.E. | Civil Engineering |
| Zesheng | | Guo | B.S.E.E. | Electrical Engineering |
| Feichi | | Han | B.S.C.S. | Computer Science |
| Blake | Douglass | Hansen | B.S.M.E. | Mechanical Engineering |
| Alyssa | Dawn | Hansten | B.S. | Biological Engineering |
| Ethan | | Hardt | B.S.C.E. | Civil Engineering |
| Hunter | D | Hawkins-Stark | M.S. | Computer Science |
| Zach | Herchel | Heimbigner | B.S.C.S. | Computer Science |
| Taylor | Jet | Herndon | B.S.M.E. | Mechanical Engineering |
| Dawson | J | Hicks | B.S.M.E. | Mechanical Engineering |
| Ethan | Thomas | Hinkle | B.S.Comp.E. | Computer Engineering |
| Zane | Joseph | Holliday | M.S. | Mechanical Engineering |
| Jennifer | Ellaine | Houle | Ph.D. | Electrical Engineering |
| Ryan | C. | Hruska | Ph.D. | Computer Science |
| Keith | Owen | Hughes | B.S.Tech. | Industrial Technology |
| Sydney | Paige | Inman | B.S. | Biological Engineering |
| Brenden | Alan | Jack | B.S.C.E. | Civil Engineering |
| PeiCheng | | Ji | B.S.E.E. | Electrical Engineering |
| Charles | Michael | Johnson | M.S. | Technology Management |
| Christopher | Dean | Johnson | B.S.E.E. | Electrical Engineering |
| Aakash | | Kandai | M.Engr. | Electrical Engineering |
| Holly | Tatiana | Keir | B.S.C.S. | Computer Science |
| Vishwanath | Deepak | Ketkar | Ph.D. | Electrical Engineering |
| Katelyn | M | Kinson | B.S.M.E. | Mechanical Engineering |
| Koffi Anderson | | Koffi | M.S. | Computer Science |
| Jonathan | Thomas | Kopf | B.S.C.S. | Computer Science |
| Erica | Marie | Koppes | M.Engr. | Civil Engineering |
| Ronald | Harry | Korn | B.S.M.E. | Mechanical Engineering |
| Samuel | J. | Kreslins | B.S.M.E. | Mechanical Engineering |

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|-----------------|-------------|-----------------|----------------------|--------------------------|
| Austin Mitchell | Paul Thomas | Kugler Langland | B.S.C.S. | Computer Science |
| Aaron | Daniel | Law | B.S.C.E. | Civil Engineering |
| Kyle | Patrick | LeDoux | B.S.Ch.E. | Chemical Engineering |
| Jackie | Ka Ming | Lee | Academic Certificate | Cybersecurity |
| Juhyung | | Lee | B.S.Comp.E. | Computer Engineering |
| Hunter | Daniel | Leppek | B.S.Ch.E. | Chemical Engineering |
| Jack | Steven | Lewis | Academic Certificate | Cybersecurity |
| Philip | Angel | Lohman | B.S. | Biological Engineering |
| Grant | Vincent | Lucke | B.S.C.E. | Civil Engineering |
| Seth | Evyn | Lunders | B.S.M.E. | Mechanical Engineering |
| Yiqing | | Ma | B.S.C.S. | Computer Science |
| Kenneth | | Madsen | M.S. | Computer Science |
| Nathyn | L | Maller | B.S.C.E. | Civil Engineering |
| Shalom | | Masango | B.S.C.E. | Civil Engineering |
| Rene | Mackenzie | Maura | B.S.M.E. | Mechanical Engineering |
| Trevor | Lance | McGeary | Ph.D. | Mechanical Engineering |
| Natalie | Sage | Mikels | Academic Certificate | Cybersecurity |
| Dennis | David | Miller | M.S. | Civil Engineering |
| Kyle | T | Monaghan | M.Engr. | Engineering Management |
| Lauren | Alexandria | Moore | B.S.M.E. | Mechanical Engineering |
| Michael | Benning | Myers | B.S.C.E. | Civil Engineering |
| Devan | Joseph | Naes | B.S.M.E. | Mechanical Engineering |
| Colin | Zane | Nancarrow | B.S.Ch.E. | Chemical Engineering |
| Gabriel | Isaac | Nelson | B.S.M.E. | Mechanical Engineering |
| Khoi | Anh | Nguyen | B.S.M.S.E. | Materials Science & Engr |
| Ashley | | O'Connor | B.S.Comp.E. | Computer Engineering |
| Ryan | Alexander | Oliver | B.S.M.E. | Mechanical Engineering |
| Donald | C | Olsen | B.S.M.E. | Mechanical Engineering |
| Ernesto | Jose | Orozco | M.Engr. | Engineering Management |
| Peter | Arvid | Osterberg | B.S.M.E. | Mechanical Engineering |
| Melissa | Yao | Phung | B.S.C.E. | Civil Engineering |
| Ross | Calvin | Prestwich | B.S. | Biological Engineering |
| Kyle | Hunt | Rast | B.S.C.S. | Computer Science |
| Srividya | | Raveendran | B.S.M.E. | Mechanical Engineering |
| David | C | Reetz | M.S. | Electrical Engineering |
| Timothy | John | Richard | B.S. | Biological Engineering |
| James | Derrill | Richards | M.Engr. | Civil Engineering |
| Guinevere | Denise | Richmond | Ph.D. | Nuclear Engineering |
| Steven | M | Rougeux | B.S. | Biological Engineering |
| Nicholas | Odean | Rowe | B.S. | Biological Engineering |
| Vincent | Gilbert | Russo | B.S.Ch.E. | Chemical Engineering |
| Luke | Randall | Rutherford | M.Engr. | Mechanical Engineering |
| Tyler | Leon | Sand | B.S.C.E. | Civil Engineering |
| Rowdy | | Sanford | B.S.M.E. | Mechanical Engineering |
| Mary | Crawford | Savage | M.S. | Electrical Engineering |
| Ryan | A. | Schaefer | M.Engr. | Electrical Engineering |
| Bennett | William | Schlect | B.S.M.E. | Mechanical Engineering |
| Christopher | Garrett | Schultz | B.S.M.E. | Mechanical Engineering |
| Jarod | Patrick | Shannon | B.S.C.E. | Civil Engineering |
| Jiaqi | | Shi | B.S.E.E. | Electrical Engineering |
| Rashmi | | Shrivastava | B.S.E.E. | Electrical Engineering |
| Sophia Grace | C.L.M. | Sivula | M.S. | Computer Science |
| Abdallah | Ali Ibrahim | Smadi | B.S.C.S. | Computer Science |
| Jacob | Raymond | Smith | Ph.D. | Electrical Engineering |
| Jacob | David | Snow | B.S.C.E. | Civil Engineering |
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| | | | B.S. | Biological Engineering |

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| Jason | Alexander | Starace | M.S. | Computer Science |
| Devin | Bain | Steed | B.S.C.E. | Civil Engineering |
| Timothy | M. | Stevens | B.S.M.E. | Mechanical Engineering |
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| Cameron | Lee | Summerfield | B.S.M.E. | Mechanical Engineering |
| Ryan | Charles | Sundburg | B.S.M.E. | Mechanical Engineering |
| Maria | | Swartz | M.S. | Computer Science |
| Creed | Donald Joseph | Thie | B.S.Comp.E. | Computer Engineering |
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| Timothy | Charles | Tilton | M.S. | Mechanical Engineering |
| Oakley | Roger | Todd | B.S.M.E. | Mechanical Engineering |
| Riya | | Tomar | M.S. | Computer Science |
| Andrea | L. | Tomchak | B.S.M.E. | Mechanical Engineering |
| Nicolas | Christian | Trezza | M.Engr. | Electrical Engineering |
| Kevin | | Underwood | M.S. | Computer Science |
| Kurt | Anthony | Vedros | M.S. | Computer Science |
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| Jacques | Curtis | Vos | M.Engr. | Mechanical Engineering |
| Robert | | Walko | Academic Certificate | Cybersecurity |
| Haotian | | Wang | Ph.D. | Computer Science |
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| Criss | R. | Ward | M.S. | Civil Engineering |
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| Nickolas | Mathew | Whitman | B.S.M.E. | Mechanical Engineering |
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| Benjamin | Lewis | Macomber | J.D. | Law |
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| Elizabeth | Anne | McClellan | J.D. | Law |
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| Rebecca | A | Moore | J.D. | Law |
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| Jaysson | F. | Pfeifer | J.D. | Law |
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| Shireen | S | Rezaei | J.D. | Law |
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| Noah | W | Winfree | J.D. | Law |
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| Kaitlynn | Sabrina | Adkins | B.Mus. | Music Ed-Instrumental Emph |
| Daina | | Aguas | B.A. | English-Professional Wrtg Emph |
| Jose | Antonio | Aguayo Marquez | B.S. | Theatre Arts |
| Hailee | Jeannette | Aklyan | M.S. | Psychology |
| Almuataz | Mohamed Abdullah | Al Mahdhorl | B.S. | Film & Television Studies |
| Rachel | Marie | Alsager | B.A. | International Studies |
| Stacie | LaJosie | Alston | M.F.A. | Theatre Arts |
| Michael | Alejandro | Amerine | B.S. | Political Science |
| Camden | Michael | Anderson | B.G.S. | General Studies |
| Carson | K | Anderson | B.S. | Film & Television |
| Corey | Kenneth Charles | Anderson | B.S. | Criminology |
| Kaitlyn | Marie | Atchison | M.Mus. | Music |
| Silvia | | Avalos | B.S. | Psychology |
| Esteban | Cesar | Ayllon | B.S. | Criminology |
| Shayla | M | Baker | B.S. | Psychology |
| Kyle | Torres | Banzon | M.S. | Psychology |
| Kierian | Carlin | Barnes | B.S. | Criminology |
| Tasha | Renee | Barron | B.G.S. | General Studies |
| Tyler | Austin | Barron | B.G.S. | General Studies |
| Lesena | | Bautista | B.S. | Psychology |

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|------------|-----------|----------------|----------------------|--------------------------------|
| Celina | Michelle | Baxter | Academic Certificate | Equity & Justice |
| Madison | Rolaine | Bechard | B.F.A. | Theatre Arts |
| Kailey | | Berube | M.A. | Anthropology |
| Patricia | Joyce | Biddle | B.S. | Psychology |
| Maya | Elisabeth | Birdsong | B.A. | International Studies |
| Bradley | M | Blake | B.S. | History |
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| Marcus | Ryan | Boehm | B.G.S. | General Studies |
| Jayne | A. | Boehme | M.P.A. | Public Administration |
| Mckenzy | Hale | Bogden | B.S. | Psychology |
| Carter | F. | Bollinger | B.A. | English-Professional Wrtg Emph |
| Frank | | Bowers | B.A. | Applied Music |
| Andrea | Michelle | Brannock | B.A. | International Studies |
| Allyson | | Bray | B.F.A. | Theatre Arts |
| Sierra | Alana | Breaux | B.A. | International Studies |
| Anna Marie | | Brendel | M.F.A. | Theatre Arts |
| Christina | | Briggs-Mathers | B.S. | Psychology |
| Dakota | K. | Brown | B.A. | English-Teaching Emph |
| Deja | Chantel | Brown | B.G.S. | General Studies |
| Emily | Rose | Brown | B.S. | Psychology |
| Haily | L | Brown | B.Mus. | Music: Performance-Instrmt Opt |
| Erica | Marie | Burger Baillif | M.F.A. | Theatre Arts |
| Holly | Ann | Burgess Rock | B.S. | Psychology |
| Mary | F | Burke | B.S. | Sociology-Gen Sociology Emph |
| Ellamae | Rose | Burnell | M.P.A. | Public Administration |
| Keely | M | Burnes | B.S. | Advertising |
| Mikayla | | Butler | B.S. | Psychology |
| Nicholas | Ryan | Butler | B.S. | Psychology |
| Haylee | Anne | Buyers | B.S. | Criminology |
| Alejandra | | Cabrales | M.P.A. | Public Administration |
| Alex | Abram | Call | B.S. | Political Science |
| Vania | | Campos | B.S. | Journalism |
| Michael | | Cardinal | B.S. | Political Science |
| Aineka | R | Carlson | B.A. | English-Creative Writing Emph |
| Kinsey | Tyne | Carlson | B.S. | Communication |
| Monica | Lisset | Carrillo-Casas | B.A. | Spanish |
| Amanda | Bliss | Carruth | M.A. | English |
| Aundre | | Carter | B.G.S. | General Studies |
| Paige | | Carter | B.S. | Public Relations |
| Melissa | Mary | Castro | B.S. | Organizational Sciences |
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| Harper | | Ciprotti | B.S. | Psychology |
| Connor | H | Claphan | B.S. | Psychology |
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| Tanner | Trace | Collier | M.F.A. | Theatre Arts |
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| Elisabetta | Rosa | Croce | M.F.A. | Creative Writing |
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| Shane | M | Cunningham | B.S. | Economics |
| Charles | Franklin | Daley | B.G.S. | General Studies |
| Chloe | Vlvianna | Dame | B.S. | Anthropology |
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| Abby | L | Davis | Academic Certificate | Equity & Justice |

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| Kirsten | Navarre | Decker | B.S. | Psychology |
| Jessica | Christine | Demich | M.S. | Psychology |
| Joshua | O'Daniel | Denning | M.F.A. | Theatre Arts |
| Jon | E | Denny | B.G.S. | General Studies |
| Donna | | Deverell | M.F.A. | Theatre Arts |
| Taylor | Elise | Dolezal | B.S. | Broadcasting & Digital Media |
| Olivia | Louisa | Dow | B.Mus. | Music: Performance-Instrmt Opt |
| Milinda | Karena Marcia | Driggers | B.A. | English-Literature Emph |
| Alexis | C | Eborn | B.A. | English-Professional Wrtg Emph |
| Austin | Richard | Eldridge | B.A. | English |
| Zachariah | D | Eliot | B.S. | History |
| Gabriel | P | Elsethagen | B.S. | Economics |
| Karlie | M | Embretson | B.S. | Psychology |
| Joseph | William | Emert | B.S. | Psychology |
| Cyndi | A | Enderle | B.A. | English-Literature Emph |
| Ellie | A | Erickson | B.A. | Political Science |
| Hallie | M | Eriksen | Academic Certificate | Equity & Justice |
| Jake | Andrew | Espeland | B.S. | Political Science |
| Ashley | Bailey | Evans | B.S. | Sociology-Gen Sociology Emph |
| Kelsey | | Evans | M.A. | English |
| Abigail | Elizabeth | Fackler | B.A. | Spanish |
| Karin | Isabelle | Falk | B.A. | English-Literature Emph |
| Braden | Jack | Farrar | B.S. | Philosophy |
| Jessica | | Ferrarone | M.F.A. | Theatre Arts |
| Ash | A | Fershee | B.Mus. | Music:Composition |
| Brendan | Dennis | FitzGerald | B.A. | International Studies |
| Rebekah | Ann | Flannery | B.S. | Public Relations |
| Rachael | Lynn | Fornarotto | M.F.A. | Theatre Arts |
| Jenifer | Rae | Fortunato | B.G.S. | General Studies |
| Ryan | Taylor | Foss | B.S. | Psychology |
| Dylan | | Foster | B.A. | English-Creative Writing Emph |
| Daniel | Xavier | Francis | M.S. | Psychology |
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| Shauna | Jean | Freeman | B.A. | English-Literature Emph |
| Laura | Ann | Freymler | M.F.A. | Creative Writing |
| Kirsten | | Fritz | B.S. | Psychology |
| Nicholas | | Fuqua | M.F.A. | Theatre Arts |
| Alina | Ioana | Gallegos | B.A. | International Studies |
| Carissa | Shalyn | Gallegos | B.S. | Sociology-Gen Sociology Emph |
| Rebekah | Elizabeth | Gann | M.A. | English |
| Jamie | | Gannon | M.F.A. | Theatre Arts |
| Jacob | Avram | Gardenhour | B.S. | History |
| Delaun | Eugene | Gaston | B.G.S. | General Studies |
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| Kyle | Daniel | Greenfield | B.S. | Psychology |
| Tyler | Randolph | Groner | B.S. | Philosophy |
| Sophia | | Gutierrez | B.A. | International Studies |
| Zachary | Richard | Haas | B.F.A. | Theatre Arts |
| Anna | Laura | Hadfield | B.S. | Journalism |
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| Marcus | | Harris | B.S. | Psychology |

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| Isaac | D | Kamara | B.S. | Psychology |
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| Emily | Caitlin | Levine | B.S. | Psychology |
| Chris | Reese | Locke | B.A. | English |
| James | Andres | Lopez | B.S. | Psychology |
| Madison | Mary Catherine | Lowe | B.S. | Psychology |
| Christine | Taylor | Luten | B.S. | Public Relations |
| Mairee | Kelline | MacInnes | M.A. | Anthropology |
| Rionna | M. | Majack | B.S. | Organizational Sciences |
| Hannah | Loowit | Marschell | B.A. | Film & Television Studies |
| Brienna | Jude | Martin | B.S. | Psychology |
| Jimena | | Martinez | B.A. | Public Relations |
| Sarah | Elizabeth | Massey | B.S. | Psychology |
| Geoffrey | Daniel | Masters | B.S. | Economics |
| Kellie | Marie | Matern | B.S. | Sociology-Gen Sociology Emph |
| Royce | Anthony | McCandless | B.A. | Journalism |
| Jack | Larson | McClary | B.S. | Communication |
| Eric | George | McCown | B.A. | International Studies |
| Morgan | Kaye | McDonough | B.S. | Journalism |
| Irelyne | Ann | McGee | B.S. | Anthropology |
| Madison | C. | McGuire | B.A. | English-Literature Emph |
| Sean | Michael | McGuire | B.S. | Political Science |
| Hailey | Brianna | McKay | B.S. | Psychology |
| Samantha | F | McKeehen | B.S. | Political Science |
| Marshall | Scott | McMillan | B.A. | International Studies |
| Chance | Judson | McWilliams | B.S. | Psychology |
| Ernest | Zane | Mendez | B.S. | History |
| Michael | K | Mendez | M.F.A. | Theatre Arts |
| Marlisa | Nicole | Mendoza | M.F.A. | Theatre Arts |
| Nicolas | Guillermo | Merle | M.Mus. | Music |
| Richard | Sterling | Merrill | M.F.A. | Theatre Arts |
| Elisabeth | Lynn | Meyer | B.S. | Psychology |
| Mylee | Rae | Meyers | B.S. | Psychology |
| Aniyah | Rashelle | Milanez | B.S. | Music-Applied Emph |
| Kelsey | Mae | Miller | B.S. | Criminology |
| Morgan | A. | Miller | B.A. | English-Literature Emph |
| Natalie | Anne | Miller | B.A. | International Studies |
| Tehya | LaRae | Miller | B.S. | Psychology |
| Alyssa | Lynn | Mills | B.S. | Criminology |
| Elyse | Joyce | Mills | B.S. | Psychology |
| Kameryn | Elisabeth | Mills | B.S. | Criminology |
| Rebecca | Leann | Mills | B.A. | History-General Emph |
| Alicia | Yaireth | Mojarra | B.G.S. | General Studies |
| Afton | Gray | Montgomery | M.F.A. | Creative Writing |
| Kelsie | F. | Montierth | B.S. | Criminology |
| Lucas | Isaiha | Moreno | B.A. | Political Science |
| Tyler | Floyd | Morris | B.S. | Criminology |
| Alexandar | | Morrison | B.S. | Philosophy |
| Alejandro | | Murillo | B.S. | Criminology |
| Edward | James | Murillo | B.S. | Sociology-Gen Sociology Emph |
| Ricardo | Antonio | Murillo | B.S. | Film & Television Studies |
| Matthew | Erik | Murphy | B.A. | International Studies |
| Preslie | Sara | Murray | B.S. | Anthropology |
| Rosa | | Nava | B.S. | Psychology |
| Fletcher | S | Neil | B.S. | Psychology |
| Taylor | Arin | Nelson | B.G.S. | General Studies |
| Triston | John | Neubauer | B.S. | Criminology |

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|-----------|-------------|----------------|----------------------|--------------------------------|
| Hanna | Christine | O'Leary | B.G.S. | General Studies |
| Hailey | R | Ocapan | B.A. | Political Science |
| Jessica | Kimiko | Oguri | B.S. | Organizational Sciences |
| Seth | R. | Olsen | B.S. | Advertising |
| James | Richard | Padilla | M.F.A. | Theatre Arts |
| Sean | G | Parker | B.A. | Spanish |
| Katie | Angela Lee | Paul | B.S. | Psychology |
| Anya | Kimberly | Payne | B.S. | Psychology |
| Edward | Christopher | Payne | B.S. | History |
| Emilly | Priscila | Perez | B.S. | Sociology-Gen Sociology Emph |
| Raffy | | Perono | B.S. | Criminology |
| Mason | Alexander | Petersheim | B.S. | Psychology |
| Alexis | Christine | Pett | B.Mus. | Music Ed-Instrumental Emph |
| Avery | Parker | Pierce-Garnett | B.Mus. | |
| Kyli | Jane | Pierson | B.S. | History |
| Grayson | Gunnar | Pirie | B.G.S. | General Studies |
| Heather | | Platt | B.S. | Sociology |
| Amber | Elizabeth | Pollard | B.S. | Psychology |
| Elizabeth | J | Popoff | M.P.A. | Public Administration |
| Ellea | R | Poxleitner | B.S. | Psychology |
| Carly | Star | Preston | M.F.A. | Theatre Arts |
| Ciarra | Nicole | Radicia | B.S. | Psychology |
| Vivek | | Ramesh | B.S. | Psychology |
| Karen | Maricela | Ramirez | B.S. | Organizational Sciences |
| Naile | | Ramirez Macias | B.S. | Criminology |
| Eli | Bradley | Rebillet | B.S. | Film & Television Studies |
| Korbin | James | Reichardt | B.S. | Anthropology |
| Healy | Christina | Reinholt | B.S. | Film & Television Studies |
| Avery | Grace | Reneau | B.Mus. | Music:Composition |
| Chayce | Elizabeth | Reynolds | M.A. | English |
| Elizabeth | Ann | Reynolds | B.S. | Psychology |
| Rebekah | Ashley | Riehm | B.S. | Psychology |
| Rachel | Ann | Roberts | B.S. | Psychology |
| Imanol | | Rodriguez | Academic Certificate | Equity & Justice |
| Richard | | Rodriguez | B.S. | Journalism |
| Riel | Maire | Rognon | B.A. | English-Professional Wrtg Emph |
| Yadira | Abigail | Rojas | B.A. | Political Science |
| Eugene | Thanh | Russell | M.S. | Psychology |
| Jeremiah | | Salaam | B.G.S. | General Studies |
| Delilah | | Saldate | B.A. | English-Teaching Emph |
| Mina | Rheanne | Sandino | B.S. | Criminology |
| Wesley | Dean | Sando | B.S. | Organizational Sciences |
| Tammy | Eileen | Sandoval | B.S. | Psychology |
| Jordan | Alexis | Sawle | B.S. | Journalism |
| Tristan | James | Schenk | M.P.A. | Public Administration |
| David | B. | Schroeder | M.F.A. | Theatre Arts |
| Vaughn | Geoffrey | Schroeder | B.S. | Philosophy |
| Lucy | Marie | Selph | B.A. | English-Creative Writing Emph |
| Raziel | Vincent | Sepulveda | B.A. | International Studies |
| Jonathan | David | Sexton | B.S. | Communication |
| Sullivan | Martin | Shannon | B.S. | Advertising |
| Peter | James | Shelley | M.Mus. | Music |
| Brenda | | Shepard | B.S. | Organizational Sciences |
| Mary | Abigail | Silverberg | M.Mus. | Music |
| Madelynn | LaRaine | Simmons | B.S. | Psychology |
| Seth | Jennings | Siple | B.A. | International Studies |
| Lisa | | Skinner | B.S. | Psychology |

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|--------------|-----------------|--------------|----------------------|--------------------------------|
| Joshua | Tobias | Slusher | B.S. | Psychology |
| Abigail | Elizabeth | Smith | B.S. | Interdisciplinary Studies |
| Kendall | D. | Smith | B.S. | Psychology |
| Rashad | Anthony | Smith | B.G.S. | General Studies |
| Trey | | Smith | B.G.S. | General Studies |
| Damion | Jordan | Snodgrass | B.A. | International Studies |
| Katelyn | Kechelle | Sok | B.S. | Psychology |
| Cole | Michael | Sonday | B.S. | Psychology |
| Philip | R. | Soulen | B.G.S. | General Studies |
| Bianca | Marie Antionett | Stober | B.S. | Philosophy |
| Gianna | Teresa | Stoddard | M.F.A. | Creative Writing |
| Eric | Skyler | Storey | B.S. | Psychology |
| Paul | Felix | Stovall | M.Mus. | Music |
| Nicholas | Jeffery | Stuart | B.S. | Organizational Sciences |
| Matthew | Michael | Suhr | B.S. | Criminology |
| Sarah | Beth | Sullivan | B.S. | Psychology |
| Michael | Anthony | Sumner | B.G.S. | General Studies |
| Jennyfer | Brianna | Swafford | B.S. | Psychology |
| Kelsey | Ann | Swenson | B.A. | English-Professional Wrtg Emph |
| Allison | | Talis | M.F.A. | Theatre Arts |
| Michelle | D. | Tanner | M.A. | History |
| Haadiya | | Tariq | B.S. | Journalism |
| Ava | Lonnie | Taylor | B.S. | Organizational Sciences |
| Taylor | | Telford | B.F.A. | Theatre Arts |
| Taylor | L. | Templeton | B.G.S. | General Studies |
| Alexa | R | Teneyck | B.S. | Film & Television Studies |
| Keira | Marie | Terchowitz | Academic Certificate | Organizational Dynamics |
| Sila | Saadia | Tesla | B.S. | Psychology |
| Racheal | Lynn Mietree | Thayer | B.S. | Communication |
| Christopher | Kenneth | Thorn | M.F.A. | Theatre Arts |
| Tristina | Teresa | Tiedeman | B.A. | International Studies |
| Erika | Taylor | Tingey | B.S. | Psychology |
| Aidan | Michael | Toole | B.S. | Anthropology |
| Breanna | Teresa | Torres | B.S. | Criminology |
| Josephine | Ellen | Tourville | B.S. | Psychology |
| Michaela | M. | Tourville | M.P.A. | Public Administration |
| Angela-Marie | Akamine | Trolio | M.S. | Psychology |
| Floriana | | Tulli | M.A. | English |
| Dashiell | Eric | Tyler | M.S. | Psychology |
| Colt | Gordon | Uhlenkott | B.S. | Philosophy |
| Erin | M | Urick | M.F.A. | Theatre Arts |
| Tristan | E | Van Komen | B.S. | Economics |
| Alleлуйah | Christi | Vance | B.Mus. | Music: Performance-Vocal Opt |
| Eduardo | | Vargas | B.S. | Film & Television Studies |
| Madison | Jane | Vershum | M.S. | Psychology |
| Zachary | John | Von Raesfeld | B.A. | International Studies |
| Ngoc Duy | | Vu | B.S. | Psychology |
| Jordan | Lynn | Wagner | B.S. | Communication |
| Bryan | Scot | Wallingford | M.F.A. | Theatre Arts |
| Eliana | Marie | Walsh | B.S. | Communication |
| MaryAnn | | Walsh | B.S. | Criminology |
| Willow | Lidia | Walsh | B.S. | Psychology |
| Kinsey | C | Walt | B.S. | Advertising |
| Marguerite | Corinne | Watts | B.G.S. | General Studies |
| John | Paul | Webb | B.S. | Broadcasting & Digital Media |
| Cassidy | J. | Whalen | B.S. | History |
| Daniel | Lee | White | M.F.A. | Theatre Arts |

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|---------|----------|------------|----------------------|-----------------------|
| Taylor | Marie | Wickett | B.S. | Psychology |
| Sydney | Ann | Williams | B.S. | Psychology |
| Devin | Crawford | Williamson | B.S. | Psychology |
| Grant | Eugene | Willie | B.A. | International Studies |
| Jacob | David | Wisshack | B.G.S. | General Studies |
| Sarah | Mae | Wolcott | Academic Certificate | Diversity & Inclusion |
| Kristen | Zoey | Wonenberg | B.S. | Advertising |
| Nicole | Estrella | Wright | M.F.A. | Theatre Arts |
| Renee | Rose | York | B.A. | International Studies |
| Aileen | M. | Zeigler | M.F.A. | Theatre Arts |

COLLEGE OF NATURAL RESOURCES

| | | | | |
|-----------|-------------|-------------|----------------------|--------------------------------|
| Rachel | M | Abraham | B.S.Wildl.Res. | Wildlife Resources |
| Galo | | Albor | M.S. | Environmental Science |
| Chloe | Marie | Arthaud | M.S. | Environmental Science |
| Victor | Loren | Azevedo | B.S.Fish.Res. | Fishery Resources |
| Ethan | | Baiocco | B.S.Fire.Ecol.Mgmt. | Fire Ecology & Management |
| Anika | Louise | Baker | B.S.Env.S. | Env Sci:Pol, Plng, & Mgmt Opt |
| Ron | | Baron | M.S. | Environmental Science |
| Cassidy | | Behr | B.S.Wildl.Res. | Wildlife Resources |
| Danielle | M | Berardi | Ph.D. | Natural Resources |
| Colin | James | Berger | B.S.Wildl.Res. | Wildlife Resources |
| Cameron | C | Birch | B.S.Renew.Mat. | Renewable Materials |
| Brooke | M | Blanton | M.N.R. | Nat Res-Rest Ecol & Hab Mgt |
| Erik | F | Brackebusch | B.S. | Forest & Sustainable Products |
| Matthew | C. | Brengle | B.S.Env.S. | Env Sc-Biological Science Opt |
| Jackson | | Bryant | B.S.Env.S. | Env Sc-Social Science Opt |
| Marie | E | Cerda | M.N.R. | Natural Res-Fire Ecol & Mgmt |
| Craig | L. | Cochran | M.N.R. | Natural Res-Fire Ecol & Mgmt |
| Cody | Shane | Collins | B.S.Fire.Ecol.Mgmt. | Fire Ecology & Management |
| Patrick | Joseph | Corbett | M.N.R. | Natural Res-Integrated Nat Res |
| Riley | James | Cornia | B.S.Fish.Res. | Fishery Resources |
| Colette | M | Crawford | B.S.Wildl.Res. | Wildlife Resources |
| Dylan | G | Cropp | B.S.Rangeland.Consv. | Rangeland Conservation |
| Alexander | Andrew | Cupp | B.S.Forestry | Forestry |
| Aaron | Lewis | Curtis | B.S.Fire.Ecol.Mgmt. | Fire Ecology & Management |
| Meaghan | | Daniel | M.S. | Environmental Science |
| Paul | | Daniels | B.S.Forestry | Forestry |
| Thomson | Nathaniel | Danz | M.N.R. | Natural Res-Fire Ecol & Mgmt |
| Andrew | | Davies | B.S.Env.S. | Env Sci: Integrated Sci Opt |
| Tala | Sierra | Davis | B.S.Wildl.Res. | Wildlife Resources |
| Wyatt | Jeffrey | De Forest | B.S.Rangeland.Consv. | Rangeland Conservation |
| Eric | Armenta | Delgadillo | M.N.R. | Natural Res-Fire Ecol & Mgmt |
| Denny | Sean | Densmore | M.S. | Environmental Science |
| Elyse | Marie | Doerr | M.N.R. | Natural Res-Integrated Nat Res |
| Brian | Christopher | Donato | M.N.R. | Nat Res-Rest Ecol & Hab Mgt |
| Colton | James | Dorchuck | B.S.Wildl.Res. | Wildlife Resources |
| Hadley | Ann | Dotts | B.S.Rangeland.Consv. | Rangeland Conservation |
| Prranoyaw | | Eeturu | M.S. | Environmental Science |
| Sean | Monroe | Elison | B.S.Ecol.Cons.Biol. | Ecol & Cons Biol-Cons Biol Opt |
| Johanna | | Erlebach | M.S. | Environmental Science |
| Tyler | Scott | Ernst | Academic Certificate | Restoration Ecology |
| Jack | Riley | Ewart | B.S.Fish.Res. | Fishery Resources |
| Stephen | Douglas | Fillmore | Ph.D. | Natural Resources |
| Karly | Rose | Foster | Academic Certificate | Environmental Ed & Sci Comm |
| Camren | | Fraser | B.S.Fish.Res. | Fishery Resources |

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|-------------------|-------------|------------|-----------------------|--------------------------------|
| Kayleigh | Anne | Frazier | M.N.R. | Natural Res:Fish&Wlf Mgmt Opt |
| Galen | Christopher | Friesen | M.N.R. | Nat Res-Rest Ecol & Hab Mgt |
| Michele | Aimee | Fuller | M.S. | Environmental Science |
| Mariah | Lillian | Gaede | B.S.Nat.Resc.Conserv. | Nat Resc Cons-Cnsv Sci Emph |
| Peter | Lasher | Goebel | B.S.Ecol.Cons.Biol. | Ecol & Cons Biol-Cons Biol Opt |
| Siena | Ansara | Greenberg | B.S.Fire.Ecol.Mgmt. | Fire Ecology & Management |
| Halie | Victoria | Hajek | M.S. | Environmental Science |
| Wade | Alan | Hammons | B.S.Wildl.Res. | Wildlife Resources |
| Kendall | Faith | Hawley | B.S.Fish.Res. | Fishery Resources |
| Phoebe | April | Hayes | B.S.Nat.Resc.Conserv. | Nat Resc Cons-Cnsv Sci Emph |
| Robert | Norman | Helgason | M.N.R. | Natural Res-Integrated Nat Res |
| Savion | Cordell | Henry | B.S.Fish.Res. | Fishery Resources |
| Christopher | Lynn | Hodges | B.S.Rangeland.Consv. | Rangeland Conservation |
| Caroline | Svetlana | Hogan | M.N.R. | Natural Res-Fire Ecol & Mgmt |
| Holly | Ann | Hokenson | M.S. | Environmental Science |
| Samuel | Thomas | Holtzen | B.S.Fire.Ecol.Mgmt. | Fire Ecology & Management |
| Gregory | James | Hoover | M.N.R. | Natural Res-Integrated Nat Res |
| Lauren | | Howard | M.N.R. | Natural Res:Fish&Wlf Mgmt Opt |
| Braden | T | Jackson | B.S.Wildl.Res. | Wildlife Resources |
| Amanda | Lee | Jamison | B.S.Ecol.Cons.Biol. | Ecol & Cons Biol-N Rs Ecol Opt |
| Connor | Timothy | Jenkins | M.S. | Environmental Science |
| Brynne | | Johnson | B.S.Forestry | Forestry |
| Robert | Perry James | Johnson | B.S.Env.S. | Env Sci: Integrated Sci Opt |
| Eureka | | Joshi | Ph.D. | Environmental Science |
| Jackson | H | Kaiser | B.S.Wildl.Res. | Wildlife Resources |
| Anna | Carol | Keibler | M.N.R. | Natural Res-Integrated Nat Res |
| Brock | Daniel | Keller | B.S.Env.S. | Env Sc-Biological Science Opt |
| Nathaniel | A | Kimberling | B.S.Fish.Res. | Fishery Resources |
| Eslie | Marie | King | B.S.Env.S. | Env Sci: Integrated Sci Opt |
| Ashley | Elizabeth | Kirk | B.S.Forestry | Forestry |
| Austin | Canna | Kobernuss | B.S.Wildl.Res. | Wildlife Resources |
| Libby | Lee | Koch | B.S.Forestry | Forestry-General Emph |
| Laurren | Eilssa | Langford | M.S. | Environmental Science |
| Taylor | Lynn | Lantz | B.S.Forestry | Forestry |
| William | Blake | Leacock | Ph.D. | Natural Resources |
| Max | Lawrence | Levy | B.S.Env.S. | Env Sc-Social Science Opt |
| Brandon | N | Light | B.S.Forestry | Forestry-General Emph |
| Chloe | Ayiana | Lujan | B.S.Wildl.Res. | Wildlife Resources |
| Camryn | Leanna | Martin | M.N.R. | Natural Res-Integrated Nat Res |
| Ryan | Burke | Martin | B.S.Ecol.Cons.Biol. | Ecol & Cons Biol-Cons Biol Opt |
| Katherine | Ann | Masterson | M.S. | Natural Resources |
| Klara | Jane | McKay | B.S.Ecol.Cons.Biol. | Ecol & Cons Biol-Cons Biol Opt |
| Alisha | | Mckittrick | M.S. | Environmental Science |
| Alexandrea | Marie | Meacham | B.S.Forestry | Forestry |
| Amelia | | Meckelborg | M.S. | Environmental Science |
| Shari | Kay | Meeks | M.N.R. | Natural Res-Integrated Nat Res |
| Benjamin | Adam | Meredyk | B.S.Ecol.Cons.Biol. | Ecol & Cons Biol-N Rs Ecol Opt |
| Madison | Avery | Modde | B.S.Forestry | Forestry |
| Cooper | Richard | Moon | B.S.Env.S. | Env Sc-Physical Science Opt |
| Makenna | Marie-Rose | Moore | B.S.Wildl.Res. | Wildlife Resources |
| Jacob | Aaron | Morgan | M.S. | Environmental Science |
| Howard | deVere | Morrison | M.N.R. | Natural Res-Integrated Nat Res |
| Natalie | Christine | Nash | B.S.Env.S. | Env Sc-Physical Science 2 Opt |
| Mackenzie | Ruth | Nelson | B.S.Ecol.Cons.Biol. | Ecol & Cons Biol-Cons Biol Opt |
| Jonah | Don | Neville | B.S.Rangeland.Consv. | Rangeland Conservation |
| Sarah | Cathleen | Nolan | M.S. | Environmental Science |
| Berlinda Oluebube | | Orji | Ph.D. | Environmental Science |

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|-----------|-----------|----------------|-----------------------|--------------------------------|
| Brittney | Leann | Osborn | M.N.R. | Natural Res-Fire Ecol & Mgmt |
| Ashley | Elizabeth | Paine | B.S.Nat.Resc.Conserv. | Nat Resc Cons-CnsvPln&Mgt Emph |
| Hannah | Marie | Pasek | Academic Certificate | Environmental Ed & Sci Comm |
| Chelsea | Spring | Pennick | Ph.D. | Natural Resources |
| Blair | Michael | Peters | B.S.Wildl.Res. | Wildlife Resources |
| Luis | Joany | Ramos | M.N.R. | Natural Res-Integrated Nat Res |
| Jill | C. | Randall | B.S.Env.S. | Env Sc-Physical Science 2 Opt |
| Sarah | Grace | Randolph | M.S. | Environmental Science |
| Liam | Michael | Reily | B.S.Env.S. | Env Sc-Social Science Opt |
| Sydnee | Logan | Reyes | B.S.Env.S. | Env Sci: Integrated Sci Opt |
| Nathan | B. | Rindlisbaker | M.N.R. | Natural Res-Integrated Nat Res |
| Conrad | M. | Robbins | B.S.Fish.Res. | Fishery Resources |
| Justin | | Rose | B.S.Wildl.Res. | Wildlife Resources |
| Stephanie | Ann | Runs Through | M.N.R. | Natural Res-Integrated Nat Res |
| Tayson | Mark | Sargis | B.S.Env.S. | Env Sci: Integrated Sci Opt |
| Emma | Nicole | Sattler | B.S.Ecol.Cons.Biol. | Ecol & Cons Biol-Cons Biol Opt |
| Ethan | Joshua | Saxton | B.S.Fish.Res. | Fishery Resources |
| Theresa | Lynn | Schaffner | Academic Certificate | Fire Ecology, Mgt & Technology |
| Angelica | L | Schattler | M.S. | Environmental Science |
| Samantha | Ann | Schendel-Malin | B.S.Forestry | Forestry |
| Izsobel | Irene | Schmidt | B.S.Forestry | Forestry |
| Devon | Douglas | Schneider | B.S.Fish.Res. | Fishery Resources |
| Dale | Thomas | Schoth | B.S.Env.S. | Env Sc-Biological Science Opt |
| Callie | Frances | Sheker-Grothe | M.N.R. | Natural Res:Fish&Wlf Mgmt Opt |
| Seth | D | Shteir | M.N.R. | Natural Res-Integrated Nat Res |
| Andrew | Michael | Sibley | B.S.Fire.Ecol.Mgmt. | Fire Ecology & Management |
| Julian | Paul | Smith | B.S.Rangeland.Consv. | Rangeland Conservation |
| Melina | Jean | Smith | B.S.Forestry | Forestry |
| Delaney | Marie | Snaadt | B.S.Wildl.Res. | Wildlife Resources |
| Owen | Solomon | Snyder | M.S. | Environmental Science |
| Rachel | | Stein | Ph.D. | Natural Resources |
| Levi | Jon | Sterzing | M.N.R. | Natural Res-Integrated Nat Res |
| Callie | E. | Story | B.S.Ecol.Cons.Biol. | Ecol & Cons Biol-Cons Biol Opt |
| Michael | Joseph | Struhs | B.S.Forestry | Forestry-General Emph |
| Heather | Catherine | Supic | M.S. | Environmental Science |
| Reid | Franklin | Sutton | M.N.R. | Natural Res-Integrated Nat Res |
| Cade | Ryan | Tiller | B.S.Fish.Res. | Fishery Resources |
| Coretta | Jebbeh | Tommy | M.S. | Environmental Science |
| Larissa | Kealani | Tubbs | B.S.Env.S. | Env Sci: Integrated Sci Opt |
| Abbie | | Van Raden | Academic Certificate | Fire Ecology, Mgt & Technology |
| Kelsey | Marie | Vershum | B.S.Nat.Resc.Conserv. | Nat Resc Cons-Cnsv Sci Emph |
| Reena | H | Walker | Ph.D. | Natural Resources |
| Alexander | James | Waltman | B.S.Fire.Ecol.Mgmt. | Fire Ecology & Management |
| Jacob | Jeremiah | Wilkins | B.S.Fish.Res. | Fishery Resources |
| Curtis | Alan | Youngren | B.S.Fish.Res. | Fishery Resources |

COLLEGE OF SCIENCE

| | | | | |
|-----------|----------------|------------|----------------------|--------------------------------|
| Ibrahim | A. | Al Janabi | B.S.Microbiol. | Microbiology |
| Steven | Yi-Hua | Alberding | M.S. | Statistical Science |
| Rayan | Mohammad | Alshamrani | Academic Certificate | Data Science |
| Madison | | Anderholm | B.S. | Math:Applied-Mathematical Biol |
| Seth | Lockett Edward | Aurelius | B.S. | Geography |
| Cameron | Seth | Bowen | B.S. | Biology |
| Bailey | Colleen | Briggs | Academic Certificate | Geographic Information Systems |
| Mackenzie | Grace | Brown | B.S. | Mathematics-General Opt |
| Margaret | Alene | Casale | B.S. | Biology |

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|---------------|-----------|------------------|----------------------|--------------------------------|
| Micah | | Casale | B.S. | Biology |
| Mellisa | Rae | Clemons | Ph.D. | Microbiol, Molec Biol/Biochem |
| Laurel | Lin | Coleman | B.S. | Chemistry-Pre-Medical Opt |
| Elizabeth | Erin | Crisp | M.A.T. | Mathematics |
| Phoenix | Z | Crossley | B.S. | Biology |
| Elijah | | Danquah Darko | M.S. | Statistical Science |
| Justin | Allen | Detweiler | B.S.Biochem. | Biochemistry |
| Madison | Alexandra | Dobson | B.S. | Medical Sciences |
| Tammy | Lynn | Domras | Academic Certificate | Statistics |
| Lily | Ann | Dotson | B.S. | Biology |
| Alexis | Marie | Dunham | B.S. | Chemistry-General Opt |
| Aidan | O | Dusho | B.S.Biochem. | Biochemistry |
| Rilee | Nicole | Escalante | B.S. | Medical Sciences |
| Anairis | | Estrada Garza | B.S. | Biology |
| Tanya | Cristal | Estrada-Garza | B.S. | Medical Sciences |
| Kama | Rachelle | Ferguson | B.S. | Medical Sciences |
| Caleb | T | Goode | B.A. | Physics |
| Bethany | Kate | Gutridge | B.S. | Chemistry-General Opt |
| Augustus | John | Hahn | B.S. | Physics-General Emph |
| Megan | Leanne | Hatley | B.S. | Statistics-General |
| Gareth | Rhys | Haug | M.S. | Geography |
| Ethan | Scott | Henley | B.S. | Geography |
| Febe | Rose | Higbee | B.S. | Medical Sciences |
| Bernadette | Deniz | Johnson | Ph.D. | Biology |
| Amruta Suresh | | Kale | Academic Certificate | Data Science |
| Minji | | Kang | B.S. | Chemistry-General Opt |
| Bandita | | Karki | M.S. | Statistical Science |
| Luke | J | Kendra | B.S. | Mathematics-App Computatn Opt |
| Emma-Jane | Kathryn | Kimmett | Academic Certificate | Geographic Information Systems |
| Liam | Dandurand | Knudsen | M.S. | Geology |
| Hailey | Melony | Konda | B.S. | Medical Sciences |
| Riley | John | Kouns | B.S. | Mathematics-App Quant Mod Opt |
| Luxien | Lych | Landrus | B.S. | Biology |
| Karla | Yarixa | Llaguno-Saucedo | B.S. | Medical Sciences |
| Secilia | Itzel | Lopez | B.S. | Biology |
| Dawson | Jacob | Mathes | B.S. | Biology |
| Zoe | Frances | McCormick | B.S. | Biology |
| Rodney | Byron | McCoy | B.S. | Mathematics-General Opt |
| Benjamin | Gene | McMurtry | Academic Certificate | Climate Change |
| Marianne | Margaret | Milander | B.S.Microbiol. | Microbiology |
| Abigail | Kay | Moody | B.S. | Statistics-General |
| Johnny | James | Moore | M.S. | Physics |
| Kellen | J. | Moore | B.S. | Chemistry-General Opt |
| Megan | E | Moser | B.S. | Medical Sciences |
| Molly | K | Murphy | B.S. | Medical Sciences |
| Holden | Nathaniel | Nelson | B.S. | Mathematics-App Computatn Opt |
| Dakota | Sky | Nieland | B.S. | Chemistry-General Opt |
| Keera | A. | Paull | B.S.Microbiol. | Microbiology |
| Jhonnathan | A. | Plascencia | B.S. | Chemistry-Professional Opt |
| Jaden | Rose | Preece-Sabrowski | B.S. | Medical Sciences |
| Eduardo | | Ramos-Arteaga | M.S. | Mathematics |
| Samantha | E | Salinas | B.S. | Mathematics-General Opt |
| Lauren | Renaee | Saucedo | B.S.Microbiol. | Microbiology |
| Steven | James | Sawhill | B.S. | Statistics-Actuarial Sci & Fin |
| Jacob | Xavier | Schow | B.S. | Biology |
| Madysen | Elizabeth | Sunell | B.S. | Medical Sciences |
| Zackery | Taylor | Szymczycha | B.S. | Statistics-General |

| | | | | |
|---------|-------------|-----------------|------------|--------------------------------|
| Natasha | Laine | Textor | B.S. | Chemistry-General Opt |
| Scott | Benon | Troka | B.S. | Mathematics-App Computatn Opt |
| Jordyn | Elizabeth | Tuning | B.S. | Chemistry-Forensics Opt |
| Adam | Richard | Valaydon-Pillay | Ph.D. | Chemistry |
| Zaira | Tatiana | Velasco | B.S. | Chemistry-General Opt |
| Zhe | | Wang | Ph.D. | Geography |
| Keegan | Brynevan | Webb | B.S. | Biology |
| Ashley | May | Webler | B.S. | Chemistry-Pre-Medical Opt |
| Emma | Marie | Welch | B.S.M.B.B. | Molecular Biol & Biotechnology |
| Kaylyn | S. | Westergard | B.S.M.B.B. | Molecular Biol & Biotechnology |
| Bradley | Ryan | Wikert | B.S. | Geography |
| Taylor | Renae | Wilson | B.S. | Medical Sciences |
| Malachi | Clayton Lee | Witherwax | B.S. | Chemistry-General Opt |
| Julia | Anne | Wolfe | B.S. | Medical Sciences |
| Wenbo | | Zhan | M.S. | Geology |

May 19, 2023

Dear Senators,

Considering the news out of the President's Office regarding the University of Idaho's acquisition of the University of Phoenix, Faculty Senate Leadership wants to provide clarification regarding our very limited role in this transaction: we were not part of a decision-making team, and we were made aware of negotiations regarding this acquisition only three weeks ago. At that time, we were asked to sign a Non-Disclosure Agreement (NDA) prior to being told any details.

At this meeting, President Green and Provost Lawrence asked us to brainstorm potential questions and concerns faculty might have regarding this affiliation. We produced 5 pages of questions/concerns within 24-hours of this meeting and submitted these comments to the administration. Because we had signed the NDA, we then had to wait until a public announcement was made to communicate with you about this matter.

We were told the working timeline would be tight regarding the finalization of negotiations, the announcements to the university community and the public, and the scheduling of the required Idaho State Board of Education special meeting; all to meet specific deadlines related to necessary regulatory approvals and accrediting bodies. However, we were not consulted on the timing of these announcements, falling at the end of academic year, 2022-23 contracts.

We have been fielding many questions regarding this acquisition and we want to ensure your questions and concerns get to President Green and Provost Lawrence. We wanted to take this opportunity to encourage you to utilize the survey created by the Office of the President to provide feedback and ask questions about this transaction, on the decision-making process, the opportunities and potential challenges for UI faculty, staff and students.

<https://www.uidaho.edu/president/communications/resources-information/university-of-phoenix-affiliation>

We wholly understand that the secretive nature of this acquisition process and the timing of the announcement can be perceived as problematic, particularly in the context of shared governance. We hope you will voice any questions or concerns you have regarding the process and rollout of this news to the president and provost. We have met with Provost Lawrence and have shared faculty concerns in this matter. Provost Lawrence has expressed to us the importance of faculty and staff input as we move forward. He wishes to create multiple platforms for faculty to share their views, make recommendations and brainstorm ways to contribute to a better future for all of us.

We do have confidence that in any future discussions of integration of the two Universities, faculty and staff input, through shared governance, will be prioritized. Please continue to make your voices heard as well as those of your constituents. Thank you for your service!

With Respect,
Kelly & Erin

Senate Priorities

Survey Results

Issues Senate Should Take On (>70%)

Ongoing Working Groups

- Spread Pay (Kristin)
- Contingent Faculty (Florian)

Proposed Priorities for Full Senate:

- Boundaries between AMP/FSH – Involvement in Policies Impacting Us
- Budget Transparency

Proposed New Working Groups

- Employee Retention Working Group
 - Priorities: Campus Climate Survey; Retaining Faculty; Raises; Well-Being
- Employee Benefits Committee
 - Priorities: Dependents Tuition Waiver Improvement
- University of Phoenix Working Group
- Technology Working Group
 - Employee technology choice
 - Student access (potentially?)

Issues Senate Should Refer to Committees (<50%)

Committee on Committees (Haltinner)

- Review current committees – make revisions
- Review current committee service allocation practices – improve for equity

Faculty Appeals Hearing Board (No Chair Yet)

- Function, power, and training

Admissions (Lori Baker-Eveleth)

- Equity Statement
- Admission Standards (required)

University Teaching Committee (Ling-Ling Tsao)

- Continue work on improving evaluation process (pick up from previous Senate working group)
- OIT email limits

Faculty Affairs Committee (Alistair Smith)

- Faculty off-contract work expectations

Other

- Sustainability – expand recycling (Sarah Dawson?)
 - Graduate Student – paid parental leave (GPSA?)
-

Service Needs

- Faculty Senate Representative on Campus Planning Advisory Committee
- Volunteer for working groups (previous slide) – email khaltinner@uidaho.edu



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 6580 REPRODUCTION OF COPYRIGHTED MATERIAL**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Kristin Henrich

Policy sponsor, if different from originator: Ben Hunter

Reviewed by General Counsel: Yes No Name & Date: Kent Nelson, 5/25/23

Comprehensive review? Yes No

1. Policy/Procedure Statement: Briefly explain the reason for the proposed change.

The policy was rewritten to remove outdated and non-policy information. Library maintains extensive copyright guidance on its website, where it can be updated as frequently as needed.

2. Fiscal Impact: What fiscal impact, if any, will this change have?

None.

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None.

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

FSH 6580
Reproduction of Copyrighted Material

A. Purpose

The purpose of this policy is to address proper use of copyrighted material at the University of Idaho in compliance with applicable policy and law, including federal copyright law.

B. Scope

This policy applies to all University of Idaho employees, students and affiliated individuals.

C. Policy

C-1. In general. It is the policy of the University of Idaho to comply with all U.S. copyright laws, including but not limited to Title 17 of the United States Code, the Copyright Act of 1976, and all subsequent amendments to copyright law. The University of Idaho recognizes that the exclusive rights of copyright holders are balanced by the limitations on those rights under federal copyright law. These limitations include the right to make a fair use of copyrighted materials in the course of face-to-face instruction and teaching activities, as protected under 17 U.S.C. §§ 107 (Fair Use), 108 (Reproduction by Libraries and Archives), 109 (First Sale Doctrine and Transfers), 110 (Teaching Exception) and other statutory exemptions and limitations to the exclusive rights granted to the owner of a copyright protected work.

C-2. Responsibilities. Every member of the U of I community is responsible for making their own good faith determination about the nature of their intended use of copyrighted materials in compliance with copyright law.

C-3. Guidance. The [Copyright Guide](#) maintained by the University of Idaho Libraries assists members of the U of I community in complying with federal copyright law. Members of the U of I community are expected to become familiar with and follow these guidelines.

C-4. Noncompliance. Employees, students and other university-affiliated individuals who willfully and with knowledge violate the University's copyright policy or other federal copyright laws may place themselves individually at risk of liability in the event of a claim of copyright infringement. In such cases, the University may refuse to defend or indemnify an employee named in an infringement of copyright action. Violation of this policy may also result in discipline up to and including termination.

D. Contact Information. For further assistance, contact the University of Idaho Libraries or the Office of General Counsel.

E. References

[FSH 5300 Copyrights, Protectable Discoveries and Other Intellectual Property Rights](#)
University of Idaho Libraries [Copyright Guide](#)
[Copyright Law of the United States \(Title 17\)](#)



POLICY COVER SHEET

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All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition x Revision* Deletion* Interim Minor Amendment
Policy Number & Title: **FSH 2300 STUDENT CODE OF CONDUCT**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Policy originator: Cari Fealy, Associate Dean of Students

Policy sponsor, if different from originator: Blaine Eckles, Dean of Students

Reviewed by General Counsel: __Yes __No Name & Date: Review outsourced to Grand River Solutions

Comprehensive review? Yes No

- Policy/Procedure Statement:** Briefly explain the reason for the proposed change. Comprehensive review resulting in rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student Code of Conduct have been combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. This policy revision is accompanied by the proposed deletion of FSH 2400.

The following are the major changes to the policy:

- The policy was rewritten using language more accessible and understandable for students.
- The Code of Conduct and conduct process were combined in a single policy for ease of use.
- Removed processes related to Title IX sexual harassment to align with the recently revised FSH 6100.
- Added clarifying language around academic dishonesty resolution.
- Added language aligning with case law to follow best practices in student conduct policies.
- Added a section on free speech.

- Fiscal Impact:** What fiscal impact, if any, will this change have?

No direct impact.

- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 2400

FSH 6100

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

UI FACULTY-STAFF HANDBOOK
CHAPTER TWO:
STUDENT AFFAIRS POLICIES

2300

STUDENT CODE OF CONDUCT & RESOLUTION PROCESS

CONTENTS:

- A. Introduction**
- B. Purpose**
- C. Scope**
- D. Definitions**
- E. Prohibited conduct**
- F. Conduct resolution process**
- G. Miscellaneous**

A. Introduction

A-1. The University of Idaho is committed to creating and maintaining a productive living-and-learning community that fosters the intellectual, personal, cultural, and ethical development of its students. Self-discipline and respect for the rights and privileges of others are essential to the educational process and to good citizenship. Student expectations include:

- Students are expected to show respect for order, civility, respect for the rights of others within and without the University as these attributes are demanded of good citizens.
- Students are expected to uphold the rights and dignity of others regardless of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity, or socio-economic status.
- Students are expected to uphold the integrity of the University as a community of scholars in which free speech is available to all and intellectual honesty is demanded of all.
- Students are expected to respect University policies as well as local, state, and federal law.

A-2. The University of Idaho conduct process works to balance the safety and security of the members of the University of Idaho community through personal accountability, reflection, and growth. Students have an opportunity to reflect on their choices, understand how their actions have an impact on those around them, and grow from the experience.

A-3. The University strives to provide a fair and consistent student conduct process based on university policy and best practices. By educating students to better understand how their decisions affect themselves and their community they learn

reflection, follow-up, and accountability. The Dean of Students Office collaborates with campus and community partners to provide resources and support to students.

B. Purpose

B-1. This Code contains regulations addressing reported student violations of university standards of conduct in a manner consistent with the requirements of procedural due process. In addition to the general expectations for conduct as set forth in this chapter, it contains a description of prohibited conduct.

B-2. The Dean of Students (DOS), or their designee, has primary authority and responsibility for the administration of the student conduct and resolution process. The DOS, upon finding, in its discretion, that there is a conflict of interest, or for other reasons necessary to effectuate the policy, may appoint an external person to serve in any of the roles created in this Code. The Dean of Students works with faculty, staff, hearing officers, and/or the student conduct board in the disposition of Student Code of Conduct violations. There is no standard discipline that applies to violations of the Student Code of Conduct. They range from informal resolutions to formal warnings, to community service to expulsion. In each situation, the nature and seriousness of the behavior, the motivation underlying the behavior, and precedent in similar cases are considered.

B-3. The Student Code of Conduct does not restrict speech that is otherwise protected, including speech that some may find objectionable. The interplay between freedom of speech and expectations for students is complex and we invite you to learn more about freedom of speech and the Dean of Students office student conduct processes as they relate to freedom of speech by directing inquiries to askjoe@uidaho.edu.

B-4. Findings of responsibility will be determined using a Preponderance of the Evidence Standard. The standard is satisfied if the reported conduct is deemed more likely than not to have occurred.

B-5. The University bears the burden of proving that a student engaged in misconduct by a preponderance of evidence. A “preponderance of evidence” means that quantity and quality of evidence which, when fairly considered, produces the stronger impression, and has the greater weight, and is more convincing as to its truth than the evidence in opposition – or in other words, the facts as determined by the Hearing Officer or Board indicate that it is more likely than not that the student violated this Code. Formal rules of evidence applied in courtroom proceedings do not apply to this process. Evidence that is determined to be relevant to a case, by the Facilitator or Board Chair, is admissible at a hearing. This may include direct evidence, circumstantial evidence, documentary evidence, hearsay evidence, and signed statements. This does not imply that all evidence admitted is equivalent in weight. Unduly repetitive information may be excluded.

B-6. The administration of the Student Code of Conduct and Student Conduct Process applies affirmative action and equal opportunity standards consistent with FSH 3060 and 3065. Additionally, this process is supported by nondiscrimination practices consistent with FSH 3200, 3210, and 3215.

C. Scope

C-1. Individuals subject to the Code

a. Students

1. By enrolling at the University of Idaho, students voluntarily accept responsibility for compliance with all University policies including the Code.
2. Students are responsible for their behavior from time of admittance to the University through the awarding of a degree, even though conduct may occur before classes begin or after classes end. Students are responsible for their conduct during the academic year and during periods between enrollment terms.
3. The University recognizes that students may also be employees, and their conduct may be subject to review and discipline under this Code and any applicable employment policies.

b. Reporting parties. Employees and students who are reporting student behavior that may be prohibited by the Student Code of Conduct.

c. Other. Employees and students who are otherwise involved in the conduct process.

C-2. Behavior subject to the Code

a. The Code applies to conduct that occurs on University property, within or at University-sponsored activities, off campus, online, or through other electronic means.

b. The University may address off-campus behaviors when the Dean of Students or university designee determines that the off-campus conduct affects a University interest. University interests include but are not limited to health and safety, protection of rights or property of others and promoting the University's mission.

c. Jurisdiction for the DOS to address student behavior or misconduct begins upon admission and ends at commencement. If serious misconduct was committed while a student was enrolled but is reported after graduation, the University may invoke the disciplinary process referred to in Article III and may revoke the student's degree if they are found responsible.

d. If a student withdraws from school while a conduct matter is pending, the Code remains applicable to the student's conduct prior to withdrawal.

e. The University reserves the right to proceed with the conduct process in a student's absence or to delay the process until the student seeks re-enrollment.

UI FACULTY-STAFF HANDBOOK

Chapter II: STUDENT AFFAIRS POLICIES

Section 2300: STUDENT CODE OF CONDUCT & CONDUCT RESOLUTION PROCESS

- f. Depending on conduct process outcomes, a hold may be placed on the student's ability to re-enroll and the student may be required to satisfy all outcome requirements prior to re-enrollment eligibility.
- g. Behavior conducted online, or through any other electronic medium, including online postings, video, photographs, blogs, web postings, chats, and social networking sites is in the public sphere and is not private and falls within the jurisdiction of this Code provided the other criteria, e.g., student status, are satisfied.
- h. If the prohibited conduct involves a student organization, the individual students are subject to this Code, and the organization is subject to FSH 2350 Student Organization Code and Resolution Process.
- i. DOS encourages all behavior to be reported in a timely manner but understands that barriers may exist to reporting prohibited behavior and that some reported behavior warrants DOS review for conduct proceedings even if the reported behavior occurred well in the past. DOS has discretion to initiate conduct proceedings for all reported behaviors, regardless of time of occurrence, based on the nature of the totality of the circumstances.

D. Definitions. The following definitions explain the terminology used in this Code. Particular code violations are listed and defined in Section E Prohibited conduct.

D-1. Academic dishonesty: Intentional participation in deceptive practice in one's academic work or the academic work of others. Examples include cheating, fraud, plagiarism, or falsification of research results and are individually addressed and more fully defined in Article II .

D-2: Academic outcome: A consequence imposed by instructors for findings of academic dishonesty. Academic outcomes include, but are not limited to, grade adjustments, failing a class, or resubmission of academic work.

D-3: Academic work: Any academic work required for completion of academic requirements in a course. Academic work includes but is not limited to assignments, quizzes, examinations, problem solving, class exercises, and/or drafts of work.

D-4: Administrator: The Dean of Students or designee will serve as the administrator. The administrator can serve as a decision-maker and is the non-voting advisor to the Student Conduct Board and each SCB hearing panel.

D-5: Advisor: The person of the student's choosing who has agreed to advise the student during the University disciplinary process and attend scheduled meetings with the student. The Advisor's role is simply to advise the student, and the Advisor is not permitted to speak during hearings, conferences, or interviews unless allowed by the University official conducting the interview.

D-7: Complainant: An individual who was subject to alleged misconduct described in the Student Code of Conduct. There may be more than one complainant for an incident. In certain circumstances, the Dean of Students or another University official may assume the role of complainant on behalf of the University.

D-8: Conduct decision: A written decision determining the resolution of the reported behavior. The decision will include a finding of responsible or not responsible and any applicable required or suggested outcomes.

D-9: Conduct record: The student conduct record maintained by the Dean of Students in connection with a reported violation or violation of the Code. The student conduct record may include complaints, notices, hearing records, conduct findings, outcomes, and other documents deemed relevant by the Dean of Students.

D-10: Consent: Knowing, voluntary, and clear permission by word or action to engage in activity with another individual(s), not limited to sexual activity. Consent can be withdrawn at any time upon notice, by word or action, to the other party.

D-11: Days: Days that the University is open for business, not including Saturdays, Sundays, Fall Recess, Winter Recess, Spring Recess, or University holidays.

D-12: DOS: The Office of the Dean of Students, which is responsible for the administration of the Student Code of Conduct and includes the Dean of Students and their designees.

D-13: Educational setting: All academic, educational, extracurricular, athletic, and other programs of the University of Idaho, regardless of location, including online formats.

D-14: Finding: A conclusion reached as result of an inquiry, investigation, or hearing and is also referred to as a decision.

D-15: Formal resolution process: A conduct process by which notice and opportunity to be heard is provided and that often includes a student conduct process occurring before a Hearing Panel which issues a written decision following the hearing.

D-16: Hearing: A formal process maintained by the University to review and address allegations of violations that follows the process and rules outlined in this Code but is not subject to other external rules (such as federal or state evidentiary rules or procedures).

D-17: Hearing officer: A person appointed by the Administrator to serve as the person presiding over a hearing. The hearing officer investigates the alleged

behavior and administers the conduct process for informal resolutions. The Administrator may also serve as the hearing officer.

D-18: Hearing panel: A panel composed of members of the Student Conduct Board, who are selected by the Student Conduct Board chairperson for purposes of hearing a formal resolution process and issuing a written decision that may include findings.

D-19: Informal resolution process: An alternative method of resolving a matter under this Code, entered into willingly by all parties as well as by the University, that seeks to address and resolve the alleged conduct or harm without the use of the formal process outlined below.

D-20: Instructor: In cases of academic dishonesty, the instructor may be the faculty member, teaching assistant, or other employee responsible for course instruction.

D-21: Investigator: The person assigned by the University to investigate a report of a violation of the Code. The investigator may be any qualified person assigned by DOS.

D-22: Mediation: An intervention between conflicting parties to promote reconciliation, settlement, or compromise.

D-23: Misconduct: Behavior that is prohibited by the Student Code of Conduct or that violates a University directive or policy.

D-26: Office of Civil Rights & Investigations (OCRI): The Office at the University that is responsible for ensuring compliance with federal and state laws related to discrimination or harassment based on a protected class. This includes retaliation when engaging in a protected process. OCRI undertakes necessary investigations and prepares recommendations and written reports that may be reviewed by the DOS for further conduct processes related to the underlying facts investigated and the nature of the reported behaviors of students investigated by their office.

D-27: Outcome: Disciplinary or corrective action imposed by the deciding body of a student conduct process following a finding of student misconduct. The term includes, but is not limited to, educational programming, restitution, community service activities, apology letters, probation (including denial of specified University privileges), suspension, termination, or other such outcomes deemed appropriate.

D-28: Parties: The Respondent(s) and the Complainant(s).

D-29: Policy: The written regulations of the University as found in, but not limited to, the Faculty Staff Handbook, including the Student Code of Conduct, the Administrative Procedures Manual, the Residence Hall Handbook, all Housing and

Residence Life policies, and Graduate and Undergraduate Catalogs.

D-30: More likely than not standard: The standard of evidence that is used to decide responsibility of Code violation in a hearing, it means that it is more likely than not, based upon the totality of all relevant evidence and reasonable inferences from the evidence, that there is a violation of the Code.

D-31: Probation: The process or period of observing the character or abilities of a student to determine whether other corrective action should occur. An additional resolution process is not necessary to modify outcomes following a finding of misconduct where probation is imposed. The DOS has discretion to modify the terms of probation as necessary based on the information available to the DOS during a student's probation.

D-32: Respondent: The student who is alleged to have violated the Code.

D-33: Student: Includes, but is not limited to, all persons admitted to the University, either full time or part time, online or in person, to pursue undergraduate, graduate, or professional studies, and includes non-degree seeking students. The following persons are also considered "students":

a. **Persons** who are suspended, or those who withdraw or graduate after allegedly violating the Code of Conduct.

b. **Persons** who are eligible to enroll for classes without applying for re-admission.

c. Individuals participating in the American Language and Culture Program, Independent Study of Idaho sponsored by the University of Idaho, the University of Idaho International Student Success Program (UI-ISSP), or any other similar educational program of the University.

D-34: The Code: The Student Code of Conduct and Conduct Resolution Process.

D-35: Student Conduct Administrator (Administrator): The University of Idaho official designated by the DOS to serve as an investigator or hearing officer. It will also include the Administrator's designee.

D-36: Student Conduct Board (SCB): The formal body that reviews student conduct matters, as set forth in this Code.

D-40: Weapon: Weapon is defined in APM 95.12.

Commented [W(1)]: Embedded link

E. Prohibited conduct. Specific behaviors of misconduct are identified and defined

below.

E-1. Academic dishonesty. Acts of academic dishonesty include but are not limited to the following:

- a. Cheating.** Cheating includes, but is not limited to, the following actions as they relate to academic work:
 - (1) Using, purchasing, providing, or possessing unauthorized materials, sources, or assistance without authorization from the instructor.
 - (2) Copying from another's academic work either for the student's own use or for the use of others.
 - (3) Sharing academic work without prior permission from instructor.
 - (4) Acquiring, without written or verbal permission, tests or other academic material belonging to the instructor or another member of the University faculty or staff.
 - (5) Completing academic work for someone else or having someone else complete academic work on your behalf.
 - (6) Representing another student in a class for attendance or participation purposes or asking another person for representation for attendance or participation purposes.
 - (7) Fabrication or falsification of data, research or academic content and the unauthorized alteration or invention of any information or citation.
 - (8) Forging, altering, reproducing, removing, destroying, or misusing any University document, record, or instrument of identification.

- b. Plagiarism.** Plagiarism includes, but is not limited to, the following:
 - (1) Using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment.
 - (2) The unauthorized alteration or invention of a citation.
 - (3) Buying or selling academic work for the purpose of submitting it for course completion.
 - (4) Submitting academic work, or any part of academic work, completed for one course as work for another course without the express prior approval of both instructors.

- c. Prohibited behavior.** Engaging in any behavior related to course completion prohibited by the instructor or otherwise including but not limited to unauthorized collaboration and reliance on prohibited technological assistance/artificial intelligence tools.

- d. Misrepresenting facts for academic advantage.** Examples include

but are not limited to providing false academic achievements and false medical documentation for academic extensions.

- e. Violation of University policy regarding intellectual property and research.** All data acquired through participation in University research programs is the property of the University and must be provided to the principal investigator. In addition, collaboration with the Office of Research and Economic Development for the assignment of rights, title, and interest in patentable inventions resulting from the research is also required. See FSH 3200 and 5400.

E-2. Disruption or misuse of University resources or property. This behavior includes but is not limited to the following:

- a. Theft or damage.** Attempted or actual theft of or damage to University property.
- b. Unauthorized possession.** Unauthorized possession, duplication, or use of University keys, lock combinations or other access codes or passwords that can be used to access University property or facilities.
- c. Unauthorized entry or use.** Unauthorized entry into or use of any University owned or managed building, space, outdoor area, or property. This also includes other restricted areas identified in **APM 35.35**.
- d. Violation of law or other policy.** Violation of local, state, federal or campus fire policies including but not limited to:
 - 1. Building or setting fire(s) without proper authorization as required by **APM 35.25**.
 - 2. Removing or otherwise tampering with fire equipment or fire alarm systems.
 - 3. Failure to promptly vacate a building
 - 4. Intentionally or recklessly causing a fire that damages University or personal property or causes injury.
 - 5. Causing, making, or circulating a false report or warning of fire, explosion or another emergency.

E-3. Misuse of technology resources. Theft or other abuse of University computer facilities or resources. This includes but is not limited to the following:

- a.** Unauthorized entry into, or transfer of a file.
- b.** Using another individual's identification or password.
- c.** Interfering with the normal operation of the University computing system or resources.

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- d. Any violation of the University Computer Use Policy.
- e. Inappropriate or disproportionate use of an IT resource owned or controlled by the University.
- f. Using an IT resource for an illegal, threatening, or intentionally destructive purpose.
- g. Circumventing University system or network security measures.

E-4. Threat of harm or actual harm to a person's physical or mental health or safety. This behavior includes but is not limited to the following:

- a. **Behavior involving physical force or threat of physical force.**
Behavior involving physical force that hurts another person or intimidation or threat of such force directed at another person where a reasonable person would believe the threat to be serious and imminent in nature. It includes the following:
 - 1. **Fighting.** Engaging in violence, combat, or aggression.
 - 2. **Assault.** Behavior intended to cause apprehension of harmful or offensive contact that causes apprehension of physical safety of another. The act required for an assault must be overt. Although words alone are insufficient, they may create an assault when coupled with some action that indicates the ability to carry out the threat and it creates a fear of it being carried out in the person the assault behavior is directed at.
 - 3. **Battery.** Actual and intentional unwanted touching or contact with another person, even if the physical injury is slight.
 - 4. **Use of a knife, gun, or other weapon.** The use of a knife, gun, or other weapon except in reasonable self-defense in any act of violence as defined in the Code.
 - 5. **Involuntary restraint or transport.** Restraining or transporting a person against their will.
 - 6. **Other.** Any action that threatens or endangers the physical health or safety of any person.

b. Prohibited harassment

- 1. **General definition.** Prohibited harassment is hostile or threatening conduct or speech, whether verbal, written, or symbolic, that:
 - (a) Is sufficiently severe or pervasive, as viewed by a reasonable person under similar circumstances and with similar identities to the victim, and results in an objectively hostile or threatening environment that interferes with or diminishes another's ability to participate in or benefit from the services, activities, or privileges provided by the University. and

(b) Describes with personal particularity or is personally directed to one or more specific individuals.

2. Definitions used for sex- or gender-based harassment. When harassment is sex or gender based, the definitions used to determine coverage can be found in FSH 6100. Violations that meet the definitions of FSH 6100 but that do not occur within the covered Applicability of paragraph B of that policy, may be investigated and determined under this Code.

3. Exception. Speech that is protected by the First Amendment to the United States Constitution, including relevant academic speech spoken in a classroom or writing assignment, protests and statements that do not meet the narrow definition described above, is not a violation of this Code, though it may go against community norms and may be harmful or hurtful to other members of the University community or members of certain groups.

c. Threatening or intimidating behavior. Threatening or intimidating behavior includes, but is not limited to:

1. Coercion. The practice of persuading someone to do something by using force or threats.

2. Bullying. Behavior seeking to harm, intimidate, or coerce another.

3. Deliberate destruction of or damage to property. Deliberate destruction of or damage to public or private property, where a reasonable person would believe that the full or partial intention of the act is to harass an individual or a group based on protected characteristics as defined in [FSH 3200 Policy of Nondiscrimination](#).

d. Hazing. Hazing includes, but is not limited to, any action or participation in any activity that (i) causes or intends to cause physical or mental discomfort or distress, (ii) may demean any person, regardless of location, intent, or consent of perpetrators or victims or (iii) destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts. they are also violations of this rule.

Hazing also includes any activity that compels a student to participate in

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any activity that is unlawful, publicly indecent, or contrary to the policies and regulations of the University, or any activity that unreasonably and materially interferes with a student's academic efforts.

E-5. Discrimination and retaliation.

- a. Discrimination.** Discrimination includes conduct that violates the Board of Regent's or the University's nondiscrimination and antidiscrimination policies contained in FSH 3200, 3210, or 3215.
- b. Retaliation.** Retaliation includes conduct that intimidates, interferes with, threatens, coerces, or otherwise discriminates against any individual because that individual opposes or reports a perceived wrongdoing, inequity, or violation of law or University policy, files a complaint alleging illegal or prohibited discrimination, participates in a grievance or response procedure, or participates in dispute resolution.

E-6. Disruption, obstruction, or interference with normal University activities. Members of the University community have the right to a campus that is free from unreasonable disruption, obstruction, or interference. Disrupting or obstructing normal University activities, including, but not limited to, all academic activities, University programming, athletic events, and administrative functions is prohibited. Examples include:

- a. Classroom disruption:** Behavior that interferes with the teaching or learning process in the classroom or educational setting and continues after an instructor's request to cease.
- b. Obstruction of the free flow of pedestrian or vehicular traffic on campus.**
- c. Conduct that is lewd, indecent or disruptive that is not otherwise constitutionally protected speech.**
- d. Falsifying, distorting, or misrepresenting information provided to the University.**
- e. Interference with the student conduct system, which includes, but is not limited to, any of the following:**
 - 1. Failure to cooperate with the University's investigation or disciplinary proceeding.** If a party in a case does not want to participate because they believe that doing so would cause them to speak or offer evidence against themselves, and they notify the DOS that this is the reason they are choosing not to participate or only to participate partially, this violation will not apply.

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2. Disrupting or interfering with the University's investigation and student conduct proceedings.
3. Making false allegations.
4. Attempting to discourage an individual's proper participation in, or use of, the student conduct process.
5. Harassment (verbal, physical, written, or electronic) or intimidation of any person participating in the University's investigation prior to, during, or after the investigation and conduct process concludes.
6. Failure to comply with the outcome(s) imposed pursuant to the disciplinary process.

f. Influencing or attempting to influence another person to commit any violation of the Code.

g. Engaging in speech, including but not limited to verbal, electronic, or written communication, that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.

E-7. Use and Misuse of Substances

a. **Smoking.** Smoking in violation of APM 35.28.

b. Drugs and controlled substances

1. Using, possessing, manufacturing, cultivating, selling, or distributing any state or federally controlled drug, designer/synthetic drug, or substance, including, but not limited to, cannabis, heroin, narcotics, or other controlled substances, in violation of any applicable law or University policy.
2. Possessing or using any paraphernalia used for drug consumption. Paraphernalia includes but is not limited to bongs, bowls, pipes, or any homemade smoking device.
3. Using, possessing, selling or distributing prescription or over-the-counter medications by an individual for whom it was not prescribed.
4. Inhaling or ingesting any substance (e.g., nitrous oxide, glue, paint, etc.) that is intended to alter a student's mental state without a prescription.
5. A violation may also occur when the odor of an illegal or controlled substance or drug is present when more than one individual can reasonably trace it to a specific individual.

c. Alcohol

1. Consuming, possessing, manufacturing, or distributing alcoholic beverages in violation of any applicable law or University policy (see APM 80.01 for alcohol permit requirements and APM 95.31 for alcohol policy).

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2. For persons under 21, the use or possession of alcoholic beverages. public intoxication or excessive consumption of alcohol. disorderly or irresponsible conduct resulting from consumption of alcohol.
3. For persons over 21, the use or possession of alcohol in public areas where alcohol is not permitted. excessive consumption of alcohol resulting in disorderly or irresponsible conduct.
4. Selling, distributing, or furnishing alcohol to a person under 21 years of age.

E-8. Housing and living groups. Violations of any rules imposed by University Housing or living groups outlined in the Housing contract and Housing handbook.

E-9. Violation of University policy. Violation of published University policies, rules and regulations.

E-10. Violation of law. Any violation of federal law, state law, or local ordinance may be a violation of the Code, independent of the status of any civil or criminal litigation in court or criminal arrest and prosecution. Decisions made or outcomes imposed under this Code will not be subject to change because criminal charges arising out of the same facts were adjudicated in a civil or criminal court process. The University will cooperate as appropriate with law enforcement and other agencies in the enforcement of criminal law and in the conditions imposed by criminal courts for the rehabilitation of student violators provided that the conditions do not conflict with University policies.

E-11. Furnishing false information, refusal to identify, and refusal to comply

- a. Furnishing false information or false representations to any person working for or authorized to act as an authority on behalf of the University.
- b. Refusal to identify oneself to an institutional representative in response to a request when on any University owned or managed property.
- c. Failure to comply with directions of a University official, law enforcement, fire department, or other government official acting in performance of their duties.
 1. Identification includes giving one's name, substantiated by a current driver license or student identification card or other official documentation, or by stating truthfully whether one is a student of the University or not.
 2. An institutional representative includes any employee, faculty member, or representative of the University, and any attorney, peace officer, or campus security officer of the University acting under the authority of the University.
- d. Using false identification or another individual's identification card to procure goods, entry or services.

- e. Submission of false information or withholding requested information at the time of admission or readmission.

E-12. Firearms, explosives, and other weapons. Possessing or using firearms, explosives, other weapons, projectile or explosive devices or substances, or dangerous chemicals in violation of APM 95.12, APM 35.34, or APM 35.35.

E-13. Disruption to community

- a. Attempted, threatened, or actual theft of or damage to another's property.
- b. Unauthorized entry into or use of another's property.
- c. Excessive noise, amplified sound, or music that produces a level of noise that disrupts members of the community.

F. Conduct resolution process

F-1. Reporting alleged violations

- a. The DOS will accept reports from anyone with knowledge of potential Code violations. Reports must be made to the DOS. Reports of Title IX and related violations covered by [FSH 6100](#) will not be reviewed under this Code but will be accepted by DOS and then forwarded to the Title IX Coordinator or other appropriate office for review. Allegations against Student Organizations will be addressed as per the Student Organization Code of Conduct, FSH 2350.
- b. Reports should be in writing but may be reported orally to the appropriate University official. A report should be submitted as soon as possible after the incident takes place.

F-2. Initial review. The DOS will review all reports of Code violations. The purpose of the review is to gather relevant information concerning each allegation and determine whether further investigation is warranted. When appropriate, the DOS will transfer the notice and investigation process to the Office of Civil Rights & Investigations (OCRI). The initial review may include interviewing the involved parties and witnesses without formal notice.

F-3. Notice of allegation.

- a. Following the initial review, the hearing officer will determine whether to initiate the conduct resolution process. In order to initiate that process, the hearing officer will provide notice of reported Code violation(s) to the respondent.

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- b. The notice informs the respondent of the reported Code violations including a short description of the basis of the reported violation.
- c. The notice may include resolution options if further investigation is not required. Resolution options are detailed in the Hearing Process section below. If further investigation is required, the notice will include details of the investigative process.
- d. The notice will include a link to or copy of this Code.
- e. The hearing officer must give the respondent an opportunity to meet in person within a reasonable time after the notice of allegation is delivered to the respondent. The meeting gives the respondent an opportunity to respond to the notice, present any information the respondent would like the hearing officer to consider, and provide the names of any witnesses the respondent would like the hearing officer to contact.
- f. If a respondent does not participate in the initial meeting, the hearing officer will make reasonable attempts to reach the respondent for five business days. If there is no response, the hearing officer will determine the appropriate resolution process.

F-4. Initial meeting. The hearing officer must give the respondent an opportunity to meet in person within a reasonable time after the notice of allegation is delivered to the respondent. The meeting gives the respondent an opportunity to respond to the notice, present any information the respondent would like the hearing officer to consider, and provide the names of any witnesses the respondent would like the hearing officer to contact.

F-5. Interim action.

- a. At any time before a final institutional decision, the Administrator, or designee, may impose restrictions on a student or separate the student from the University community pending the final institutional decision. If circumstances allow, the Administrator (or designee) should meet with the student prior to imposing the interim action.
- b. Other than issuance of no-contact orders, an interim action issued prior to a hearing before the Hearing Panel may only be imposed when the Administrator determines that the student represents a threat of serious harm to any person. the student is facing allegations of serious criminal activity. the action is necessary to preserve the integrity of the investigation. the action is necessary to preserve University property. or the action is necessary to prevent disruption of, or interference with, the normal operations of the University.

- c. After the hearing decision, pending any response review of the decision, the Administrator may impose an outcome issued by the Hearing Panel as an interim action at the discretion of the Administrator.
- d. Interim actions may include, but are not limited to, the following:
- Suspension from the University pending a final institutional decision.
 - Issuance of a no-contact order.
 - Exclusion from University property.
 - Removal from the residence halls.
 - Removal from extracurricular activities, including participation on athletic teams.
 - Withholding the award of a degree pending the conclusion of the investigation and hearing process. or
 - Any other action deemed necessary and appropriate by the Administrator to maintain orderly and appropriate University operations.
- e. When a student is suspended from the University, or directed not to attend certain classes, alternative coursework options may be pursued, with the approval of the Administrator and the appropriate college dean, to ensure as minimal an impact as possible on the responding student.
- f. An interim action must be issued in writing and is effective when the Administrator delivers the Notice of Interim Action to the responding student either in person or by email sent to the student's official University of Idaho email account.
- g. The respondent may submit a response to the issuance of any interim action by filing a response with the Administrator. There are no formal procedures for this response, and the interim outcomes remain in effect unless removed by the Administrator.
- h. A violation of the provisions of an interim action will be considered a violation of the Code.

F-6. Informal resolution process: Decision by hearing officer

- a. During the initial meeting, the respondent may be given an opportunity to resolve the complaint informally. All parties must mutually agree to engage in the Informal Resolution Process. The Informal Resolution Process may also be used when the respondent is not participating.

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- b. At any point in the Informal Resolution process, any party may request a Formal Resolution Process, described below. The hearing officer may refer a matter to Formal Resolution Process at any point during the Informal Resolution process.
- c. In the Informal Resolution Process, the hearing officer determines based on the preponderance of the evidence whether the respondent is responsible for a code violation and determines the outcomes. The hearing officer will first meet with the parties (if applicable), share available information, and hear their response, if any. A respondent may also accept responsibility for a Code violation at any point in the process. If the respondent accepts responsibility, the hearing officer will determine the outcomes.
- d. Informal Resolution decisions are not subject to response review.
- e. If the respondent does not participate and a decision is made through Informal Resolution, the respondent may request their case to be reopened. Requests must be made in accordance with the instructions in the outcome notice and received no later than five (5) days after that outcome notice. If the request is timely submitted, the hearing officer will offer to meet with the respondent. During that meeting the respondent can share information with the hearing officer. The hearing officer reserves the right to update the decision of responsibility and any applicable outcomes after meeting with the respondent. The hearing officer will notify the respondent within five (5) days whether the decision of responsibility or applicable outcomes have changed.

F-7. Formal resolution process: Decision by Administrator or Student Conduct Board

a. Investigation

- 1. The University will investigate the allegations. At any time during the investigation, either the complainant or the respondent may, but is not required to, provide information to the investigator for consideration. Such information may include documentary information, the names of witnesses, witness statements, suggested questions to ask other Parties or other witnesses, etc. Except in the rare circumstances described in this Code, only information that is presented to the investigator may be used in a hearing.

2. The investigator will provide the interview summaries to all parties and witnesses to review and provide additional comments and clarifications. Comments must be received within five days of receiving the interview summaries. The investigator will revise the interview summaries based on relevant comments provided by the parties and witnesses.

b. Preliminary report review

1. At the conclusion of the investigation, the investigator will draft a Preliminary Report of Investigation (Preliminary Report). The preliminary report will include the steps taken during the investigation., a list of witnesses contacted. a detailed summary of any witness interviews. a detailed summary of any interviews of the respondent or complainant (if applicable). a detailed summary of any other information considered as part of the investigation. and complete copies of any relevant documentary evidence gathered during the investigation, including copies of documentary information provided by the respondent or the complainant.
2. The Preliminary Report will not include any conclusions, findings, or credibility analysis.
3. The parties will be provided an opportunity to review the Preliminary Report and may provide a written response to the Preliminary Report within five days of the review of the report. A party will be deemed to have waived the right to review the report if the party does not make arrangements with the investigator to review the report within five days of being notified that the report is available to be reviewed. The written response may include requests for additional investigation, additional witnesses to interview, or additional questions to ask any witness.
4. After the time for submitting a written response to the Preliminary Report has passed, the investigator will review any responses received and determine whether additional investigation is needed. After addressing the responses, if any, the investigator will incorporate the responses into the final report.
5. The investigator has sole discretion of determining whether sufficient information has been obtained to end the investigation process.

c. Final Report of Investigation

1. The Final Report of Investigation (final report) will include the following:
 - Everything included in the Preliminary Report,
 - Complete copies of any timely-submitted written responses to the Preliminary Report,
 - A credibility analysis, and
 - Findings of facts.
2. The final report will be provided to the Administrator. The Administrator or designee will provide the final report simultaneously to the parties. The investigator may serve as the Administrator's designee to send out the final report to parties.
3. The credibility analysis is an analysis of the statements provided by each party and interviewee, as necessary, to determine whether the statements provided by that person are credible. The analysis may include a description of the person's demeanor during the interview(s), a comparison of statements made to known facts or statements from other witnesses, the person's ability to observe the event described, the person's bias, whether the person was under the influence of a controlled substance or alcohol, and any other information that a reasonable person would use to determine a person's credibility. Not every case will require a detailed credibility analysis of each interviewee, and the credibility analysis may be part of the finding of facts. However, in cases where the credibility of the interviewee is material to the conclusion, there should generally be a separate credibility analysis.
4. The findings of facts will include a description of the basis for each finding. Each finding will be based on a more likely than not standard and will include a rationale based on supporting documentation or information such as information from the interviews, documentary information obtained during the investigation, and, if relevant to that finding, information regarding the credibility of the respondent, complainant and/or witnesses.

d. Review by Administrator

1. The final report will be provided to the Administrator. The Administrator or designee will provide the final report simultaneously to the parties. The parties may submit a written

response to the final report to the Administrator no later than five days after the final report is provided to the parties. The Administrator may meet with the parties, separately, to discuss the final report.

2. Decisions are made either by the Student Conduct Board (SCB) after a hearing or by the Administrator after their review. A party may request that the matter be referred to the SCB for a hearing. The request must be in writing and must be submitted to the Administrator no later than five days after the final report is provided to the parties. The Administrator may also decide to refer matters to the SCB.

e. Decision by Administrator

1. If a matter is not referred to the SCB for a hearing, the Administrator will decide whether the respondent violated the Code. The Administrator will make the decision based on the information contained in the final report, the written responses to the report, if any, submitted to the Administrator by the parties, and, if the Administrator chooses to meet with the parties, the information provided at the meeting to the Administrator by the parties.
2. The Administrator will adopt the findings and credibility analysis contained in the final report if the Administrator finds that they are more likely than not to be accurate. Any additional or different findings issued by the Administrator must be based on a more likely than not standard.
3. If the Administrator determines that the respondent violated the Code, the Administrator will determine the appropriate outcome.
4. The Administrator's decision will be in writing and include the basis for the decision. The written decision will be simultaneously provided to the parties.
5. The Administrator's decision may be subject to a response review in accordance with this Code.
6. At any time before the matter is submitted to the SCB, DOS may refer a charge of a violation of the Code to mediation or other forms of appropriate alternative resolution. All parties must agree to participate with DOS in an alternative resolution process.

6. Hearing and Decision by Student Conduct Board

1. **Student Conduct Board in general.** The description and makeup of the SCB can be found in FSH [1640.83](#).
2. **Conflict of interest.** A member of the SCB will not serve on any Hearing Panel or Response Review Panel in any case where the member has a conflict of interest or bias for or against either party.
3. **Training required.** A member cannot serve on either a Hearing Panel or Response Review Panel until the member has completed training as required by DOS.
4. **Confidentiality.** Proceedings before the SCB, whether before a Hearing Panel or Response Review Panel, are confidential and protected by the Family Educational Rights and Privacy Act (FERPA). In specific disciplinary cases, members of the SCB must protect the confidentiality of the information they receive in fulfilling their duties as members of the SCB. Panel members must not discuss specific cases or share any information regarding specific disciplinary cases or their deliberations with anyone other than the SCB Chair, the Office of General Counsel, the Administrator, or fellow panel members appointed to the same panel in that specific case, and in all such instances, the discussion or sharing of information must be reasonably necessary for the panel's consideration of the specific case.
5. **Notice of Hearing.** In matters referred to the SCB, the Administrator (or designee) must send written notice of the hearing to the SCB and the parties. The notice will include the following:
 - a. the specific provision(s) of the Code the respondent is accused of violating.
 - b. a short description of the basis of the alleged violation,
 - c. the date and time for the hearing, and
 - d. the deadline for submitting written materials to the Administrator.
 - e. a link to or copy of the final report and any responses to the final report which were timely submitted to the Administrator.

6. Scheduling

The hearing will be held no fewer than five days after the notice is provided to the parties, unless extended by the Administrator. It is each party's responsibility to inform the panel chair and the Administrator of scheduling conflicts no less than three days prior to the scheduled hearing. The Administrator will have the sole discretion as to whether to reschedule the hearing. Except in cases

of grave or unforeseen circumstances, if either party fails to appear, the hearing will proceed as scheduled.

7. Consolidation

If a report of a violation of the Code involves more than one respondent, the Hearing Panel will conduct a joint hearing with all respondents. However, the panel chair may permit the hearing pertinent to each respondent to be conducted separately. In joint hearings, separate decisions of responsibility will be made for each respondent.

8. Composition of the Hearing or Response Review Panel

- a. The chair of the SCB will appoint three to five members of the SCB to serve as a Hearing Panel to review each matter.
- b. The chair of the SCB will appoint one of the Hearing Panel members to serve as chair of the panel. If procedures call for the appointment of three or more members to serve on a Hearing Panel or Response Review Panel, the chair of the SCB should endeavor to appoint at least one student to the Hearing Panel or Response Review Panel. A student may not serve as chair of the Hearing Panel or Response Review Panel.
- c. The Administrator (or designee) will serve as a non-voting, ex-officio member of every Hearing Panel and may be present and available as a resource during all deliberations.

9. Pre-hearing procedures. In every case submitted to a Hearing Panel, the parties may submit written materials for the panel to review as part of its decision. To be considered by the Hearing Panel, all written materials must be submitted to the Administrator prior to the deadline set forth in the notice. The Administrator will ensure that any materials timely submitted are distributed to the parties and the Hearing Panel prior to the hearing. The written materials may only consist of the following:

- a. Suggested questions for the panel to ask the respondent or the complainant.
- b. Written discussion or argument addressing the information contained in the final report.
- c. Information (as opposed to a discussion of the information contained in the report) that was not considered by the investigators in the final report only if the information was not available prior to the completion of the final report or if the

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information was provided to the investigator prior to the completion of the investigation but the information was not included in the final report.

10. Hearing logistics

- a. The hearing will be held at the time and place listed in the notice.
- b. All hearings are closed to the public. The only people allowed to be present during the hearing are the parties, each individual party's Advisor, the investigator(s), the Administrator, members of the Hearing Panel, and others only if requested by DOS.
- c. Hearings may be held in person or using secure video conferencing software supported by the University. The University will make a single record of all hearings. Hearing Panel deliberations are not recorded. Failure to record the hearing for any reason is not to be considered a procedural error that substantially impacts the decision and will not be grounds for response review or reversal of the Hearing Panel's decision. All parties will work with the Administrator for access to the software and a private secure space to use the software.
- d. All parties are invited to fully participate in the hearing. The administrator may grant any party the ability to attend the hearing, answer questions, and make a statement from behind a partition, from another room, or through another alternative method.
- e. The complainant, if any, may only be present during the portion of the hearing where the Hearing Panel questions the complainant, unless the Administrator determines in appropriate cases that the complainant may remain for the entire hearing. In extraordinary circumstances, if the investigator is unable to be present at the hearing, the DOS may designate a representative to be there in the place of the investigator. Neither the complainant nor the respondent is required to speak at the hearing.
- f. The panel chair may give permission for others to attend the hearing in the panel chair's discretion, after consultation with the Administrator. Additional witnesses may be called by the chair after consultation with the Administrator if additional

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witnesses are necessary for the Hearing Panel to properly resolve the case. The intention of the Code is that the final report, in most cases, should provide a sufficient basis for the Hearing Panel's decision, recognizing that the parties may speak in person to the Hearing Panel and to respond to the final report.

- g. Only the chair of the Hearing Panel may ask questions during the hearing and doing so is at the sole discretion of the chair. However, the chair may seek input from panel members on areas for questioning. The parties may submit suggested questions in writing if the questions are received prior to the deadline for submitting written materials contained in the notice. Questions based on information that arises during the hearing may be submitted in writing during the hearing at the discretion of the panel chair.
- h. The hearing will generally be conducted as follows:
 - i. Introductions to those present
 - ii. Summary of the hearing process
 - iii. Explanation of the charges against the respondent
 - iv. Opening statement by the complainant (if applicable) addressing the final report and the allegations that the respondent violated the Code.
 - v. Opening statement by the respondent addressing the final report and the allegations that the respondent violated the Code.
 - vi. Questions, if any, by the Hearing Panel chair for the investigator(s) or the parties.
 - vii. Final statements by the parties.
 - viii. All parties dismissed, and the recording of the hearing is stopped.
 - ix. Hearing Panel deliberation.

11. Hearing Panel decision.

- a. All Hearing Panel decisions will be made by a majority vote.
- b. In making its decision, the Hearing Panel will consider all relevant information from the following sources:
 - i. The final report, including the findings and conclusions contained in the report.
 - ii. Any written information provided by the parties as provided above.

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- iii. The information received at the hearing.
- c. The Hearing Panel should adopt the findings and credibility analysis contained in the Final Report, unless the Hearing Panel finds that the information presented at the hearing warrants a different finding. Any findings issued by the Hearing Panel must be based on a more likely than not standard.
- d. The Administrator will also serve as a resource to the Hearing Panel, including to help ensure that outcomes are reasonably consistent among similar cases. If the Hearing Panel determines that a respondent is responsible for a violation of this Code, the Administrator will inform the panel of any previous conduct violations or other relevant disciplinary actions involving the respondent.
- e. The Hearing Panel will not consider previous findings in any legal or campus proceeding when determining responsibility for violation of this Code. The Hearing Panel may consider such previous findings solely when determining outcomes after a finding of responsibility is made.
- f. The Hearing Panel will issue a written decision within 10 days after completing deliberations. If the Hearing Panel needs additional time to issue the written decision, the Administrator will notify the parties. The panel chair will provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.
- g. The Hearing Panel may return the matter for additional investigation if the Hearing Panel determines that:
 - i. The investigator failed to properly investigate the allegation and the failure was substantial and impacted the decision. or
 - ii. There is new information that could substantially affect the decision and the new information could not have been discovered before the issuance of the final report.

F-8. Response to the Formal Resolution Process Decision

- a. Any party may respond to the Formal Resolution Process decision, whether it was made by the Administrator or the SCB.

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- b. Responses are not limited to arguments that the Hearing Panel decision should be overturned or modified but can be statements in support of the findings using the factors for response established below. That is to say, the Response is an opportunity to argue in favor of, or against, the decision based on the specific listed factors.
- c. Outcomes imposed by the Hearing Panel will not go into effect until either the deadline for a response has expired and no response has been filed or until the decision is upheld after response. However, the Administrator may impose any outcome issued by the Hearing Panel as an interim action pending the response review.
- d. Any party may submit a response to the Administrator's, Hearing Officer's, or Hearing Panel's final decision. Responses must be submitted in writing to the Administrator and must set forth the grounds for the response. The response must be filed no later than five days after the decision is delivered to the parties. Responses are to be directed to the University and will not be provided to other parties in the case, if any. There is no expectation that the response be of a certain level of formality or read like a legal filing.
- e. Responses are limited to the following grounds:
 - 1. A conflict of interest by a decision maker that significantly impacted the outcome of the hearing or a procedural error in the investigation process that significantly impacted the outcome of the hearing.
 - 2. New information, unavailable during the investigation or hearing, or information that was technically available but for which no reasonable person would have sought that information in advance of the hearing, as the need for the information or its evidentiary value did not reasonably arise until during the hearing, and that would likely have substantially impacted the original finding or outcome if known.
 - 3. The outcomes imposed are substantially disproportionate to the severity of the violation, Note that the imposition of an administrative fee is not a outcome, and therefore cannot be reversed or modified.
- f. A response review will be limited to a review of the decision, the final report, any written material considered in the decision, the recording of the hearing held before the Hearing Panel, and- any written materials submitted with the response. Where a response is based on the discovery of new information, the new information may be considered only to determine whether the information was unavailable at the time of the

decision and whether the new information would likely have substantially impacted the original finding or outcome if known.

g. Response review procedure

1. The chair of the SCB will appoint three to five members of the SCB to serve on the Response Review Panel and will designate one member to serve as chair of the Response Review Panel. Any member who served on the Hearing Panel will not serve on the Response Review Panel on the same case. A student may not serve as chair of a Response Review Panel.
2. The Response Review Panel will issue a written decision. The decision should be issued within 15 days of receiving the response or responses. The chair of the Response Review Panel will provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.
3. The Response Review Panel may:
 - a. Uphold the Administrator's, Hearing Officer's, or Hearing Panel's decision.
 - b. Uphold the finding that the respondent violated the code but revise the outcome(s).
 - c. Return the matter for reconsideration. or
 - d. Return the matter for additional investigation.

e. Unless the case is returned for reconsideration or to the investigator for additional investigation, the decision of the Response Review Panel is the final institutional decision. If the decision upholds the finding that the respondent violated the Code, the outcomes imposed will go into effect immediately.

F-9. Supplemental process and standards applying to allegations of academic dishonesty

- a. Academic dishonesty allegations are processed following the Conduct Resolution Processes in this Code. Following a report to DOS of instances or concerns of academic dishonesty, DOS will investigate the incident and will determine if there is a code violation, resulting in potential outcomes intended to address acts of academic dishonesty. Instructors may issue an academic outcome separate from any outcome that the DOS may impose if under this Code there is a finding of responsibility for academic dishonesty/misconduct.

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- b. The following information supplements the resolution processes in cases of academic dishonesty:
- i. When the alleged academic dishonesty is discovered by the instructor, the instructor will notify the student of the allegation of academic dishonesty and will notify DOS.
 - ii. DOS receives the report and communicates with the instructor on the process of resolving the complaint.
 - iii. The instructor will have an opportunity to provide additional information regarding the allegation.
 - iv. DOS will meet with the student and may seek additional information from the instructor.
 - v. The instructor is included in the following communication with the student: the notice of allegation and decision letter.
 - vi. If the student chooses an informal process, DOS will meet with the student and provide an informal decision, consistent with policies, progressive discipline, and other previous and similar examples of academic dishonesty. The outcome of an informal process is not eligible for Response Review.
 - vii. If the student chooses a formal process, the hearing officer will conduct a formal investigation and will interview the instructor and other witnesses as part of the investigation.
 - viii. In disciplinary cases involving allegations of academic dishonesty, a majority of the Hearing Panel or Response Review Panel should be faculty members.
 - ix. The instructor will not issue an academic outcome until after the conclusion of the resolution process, including any responses, and after the decision is communicated to the student.
 - x. The resolution decision of DOS, subject to the Response Review process outlined in this Code, is final.
 - xi. In situations where grades need to be submitted and the process is not yet complete, the instructor will enter a grade of “incomplete” until the process is complete.
 - xii. In situations where the instructor is no longer in their position prior to the completion of the conduct process, the instructor of record or the chair of the department may be asked to step in to finish the conduct process and the instructor may coordinate the final grade based on the totality of the academic performance.

F-10. Outcomes.

a. Outcomes may be imposed for any student determined to have violated the Code. Possible outcomes include, but are not limited to:

- **Warning:** Written notice to the student.
- **Probation:** Written reprimand accompanied by a probationary period during which the student must not violate the Code to avoid more severe disciplinary outcomes.
- **Loss of privileges:** Denial of specified privileges for a designated period of time.
- **Restitution:** Compensation for loss, damage, or injury. This may take the form of appropriate service or monetary or material replacement.
- **Educational outcomes:** Completion of work assignments, essays, service to the University, community service, workshops, or other related educational assignments.
- **Deferred suspension:** The last opportunity before being suspended, which remains in place until the natural end of the academic relationship with the University.
- **Housing suspension:** Separation of the student from University Housing for a definite period of time, after which the student is eligible to return. Conditions for return may be specified.
- **Housing expulsion:** Permanent separation of the student from University Housing.
- **University suspension:** Separation of the student from the University for a definite period, after which the student is eligible to return. Conditions for return may be specified.
- **University expulsion:** Permanent separation of the student from the University.
- **Revocation of admission:** Admission to the University may be revoked .
- **Revocation of degree:** A degree awarded from the University may be revoked.
- **Withholding of degree:** The University may withhold awarding a degree otherwise earned until the completion of all outcomes imposed.

b. More than one of the outcomes listed above may be imposed for any single violation.

c. A student who fails to comply with the outcome(s) imposed will have a disciplinary hold placed on their record until the student complies with all outcome(s) imposed.

d. Disciplinary outcomes other than suspension, expulsion or revocation or withholding of a degree will not be made part of the student's permanent academic record but will become part of the student's disciplinary record. Such outcomes will be expunged from the student's disciplinary record seven years

after final disposition of the case unless the University is legally required to maintain them for a further time.

G. MISCELLANEOUS

G-1. Role of an advisor. In accordance with the educational purpose of the Code, all students, including respondents and complainants, are expected to speak for themselves at all stages of proceedings under the Code, including, but not limited to, during the investigation, hearing, and any response. Any student may have an Advisor present at any time during any interview, meeting, or proceeding under the Code, but the Advisor's role is to advise the student, not to speak for the student or make any presentation on behalf of the student. The student may, at any time and for a reasonable period of time, confer with the Advisor. If the University official conducting the proceeding determines at any time that the Advisor is acting outside of these parameters, the Advisor may be required to leave the proceeding at the official's discretion. In appropriate circumstances, at the sole discretion of the University official conducting the proceeding, the University official may allow the Advisor to speak on behalf of the student or make a presentation on behalf of the student.

G-2. Administrative fee. Any time a student is found to have violated the Code, except in situations where the hearing officer issues only a warning, the hearing officer may charge the student an administrative fee of \$150. This is not considered an outcome and will not be a subject of a response review.

G-3. Parent notification. The University may notify parents of students under the age of 21 when a student has been found to have committed a drug- or alcohol-related violation. This is not considered an outcome and may not be a subject of a response review. The decision as to whether to notify the parents or not rests entirely within the discretion of DOS.

G-4. Training. All members of the SCB, the Administrator, and the investigators will receive annual training in accordance with the requirements of the policies of the Board of Regents of the University of Idaho and the Idaho State Board of Education, as well as all applicable federal and state laws.

G-5. Timeframe. With the exception of deadlines for requesting a hearing before the SCB (see section F.7) or for filing a response (see section F.8), all other timeframes contained in the Code are suggested timeframes. While the timeframes should be followed absent exceptional circumstances, the failure to conduct any action within a designated timeframe is not grounds for response review or reversal of any decision.

G-6. Interpretation. Any question of interpretation regarding the Code or these procedures will be referred to the Administrator or their designee for final decision.

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G-7. Disclosure. The University will, upon written request, disclose to the alleged victim of any crime of violence (as that term is defined in section 16 of Title 18, United States Code), incest, or statutory rape, the report on the results of any disciplinary proceeding conducted by the University against a student who is the alleged perpetrator of such crime or offense with respect to such crime or offense. If the reporting victim of such crime or offense is deceased as a result of such crime or offense, the next of kin of such victim will be treated as the victim for purposes of this paragraph.

G-8. Review by President: Any decision or action taken under the Code may be reviewed by the President at the President's discretion.

G-9. Review by Board of Regents: Board of Regents review of a final institutional decision to the Board of Regents is governed by Idaho State Board of Education Governing Policies and Procedures Section III.P.17.

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August 2022

2300

STUDENT CODE OF CONDUCT & RESOLUTION PROCESS

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- B. Purpose**
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A. Introduction

A-1. The University of Idaho is committed to creating and maintaining a productive living-and-learning community that fosters the intellectual, personal, cultural, and ethical development of its students. Self-discipline and respect for the rights and privileges of others are essential to the educational process and to good citizenship. Student expectations include:

- Students are expected to show respect for order, civility, respect for the rights of others within and without the University as these attributes are demanded of good citizens.
- Students are expected to uphold the rights and dignity of others regardless of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity, or socio-economic status.
- Students are expected to uphold the integrity of the University as a community of scholars in which free speech is available to all and intellectual honesty is demanded of all.
- Students are expected to respect University policies as well as local, state, and federal law.

A-2. The University of Idaho conduct process works to balance the safety and security of the members of the University of Idaho community through personal accountability, reflection, and growth. Students have an opportunity to reflect on their choices, understand how their actions have an impact on those around them, and grow from the experience.

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A-3. The University strives to provide a fair and consistent student conduct process based on university policy and best practices. By educating students to better understand how their decisions affect themselves and their community they learn reflection, follow-up, and accountability. The Dean of Students Office collaborates with campus and community partners to provide resources and support to students.

B. Purpose

B-1. This Code contains regulations addressing reported student violations of university standards of conduct in a manner consistent with the requirements of procedural due process. In addition to the general expectations for conduct as set forth in this chapter, it contains a description of prohibited conduct.

B-2. The Dean of Students (DOS), or their designee, has primary authority and responsibility for the administration of the student conduct and resolution process. The DOS, upon finding, in its discretion, that there is a conflict of interest, or for other reasons necessary to effectuate the policy, may appoint an external person to serve in any of the roles created in this Code. The Dean of Students works with faculty, staff, hearing officers, and/or the student conduct board in the disposition of Student Code of Conduct violations. There is no standard discipline that applies to violations of the Student Code of Conduct. They range from informal resolutions to formal warnings, to community service to expulsion. In each situation, the nature and seriousness of the behavior, the motivation underlying the behavior, and precedent in similar cases are considered.

B-3. The Student Code of Conduct does not restrict speech that is otherwise protected, including speech that some may find objectionable. The interplay between freedom of speech and expectations for students is complex and we invite you to learn more about freedom of speech and the Dean of Students office student conduct processes as they relate to freedom of speech by directing inquiries to askjoe@uidaho.edu.

B-4. Findings of responsibility will be determined using a Preponderance of the Evidence Standard. The standard is satisfied if the reported conduct is deemed more likely than not to have occurred.

B-5. The University bears the burden of proving that a student engaged in misconduct by a preponderance of evidence. A “preponderance of evidence” means that quantity and quality of evidence which, when fairly considered, produces the stronger impression, and has the greater weight, and is more convincing as to its truth than the evidence in opposition – or in other words, the facts as determined by the Hearing Officer or Board indicate that it is more likely than not that the student violated this Code. Formal rules of evidence applied in courtroom proceedings do not apply to this process. Evidence that is determined to be relevant to a case, by the Facilitator or Board Chair, is admissible at a hearing. This may include direct

evidence, circumstantial evidence, documentary evidence, hearsay evidence, and signed statements. This does not imply that all evidence admitted is equivalent in weight. Unduly repetitive information may be excluded.

B-6. The administration of the Student Code of Conduct and Student Conduct Process applies affirmative action and equal opportunity standards consistent with FSH 3060 and 3065. Additionally, this process is supported by nondiscrimination practices consistent with FSH 3200, 3210, and 3215.

C. Scope

C-1. Individuals subject to the Code

a. Students

1. By enrolling at the University of Idaho, students voluntarily accept responsibility for compliance with all University policies including the Code.
2. Students are responsible for their behavior from time of admittance to the University through the awarding of a degree, even though conduct may occur before classes begin or after classes end. Students are responsible for their conduct during the academic year and during periods between enrollment terms.
3. The University recognizes that students may also be employees, and their conduct may be subject to review and discipline under this Code and any applicable employment policies.

b. Reporting parties. Employees and students who are reporting student behavior that may be prohibited by the Student Code of Conduct.

c. Other. Employees and students who are otherwise involved in the conduct process.

C-2. Behavior subject to the Code

a. The Code applies to conduct that occurs on University property, within or at University-sponsored activities, off campus, online, or through other electronic means.

b. The University may address off-campus behaviors when the Dean of Students or university designee determines that the off-campus conduct affects a University interest. University interests include but are not limited to health and safety, protection of rights or property of others and promoting the University's mission.

c. Jurisdiction for the DOS to address student behavior or misconduct begins upon admission and ends at commencement. If serious misconduct was committed while a student was enrolled but is reported after graduation, the University may invoke the disciplinary process referred to in Article III and may revoke the student's degree if they are found responsible.

d. If a student withdraws from school while a conduct matter is pending, the Code remains applicable to the student's conduct prior to withdrawal.

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- e. The University reserves the right to proceed with the conduct process in a student's absence or to delay the process until the student seeks re-enrollment.
- f. Depending on conduct process outcomes, a hold may be placed on the student's ability to re-enroll and the student may be required to satisfy all outcome requirements prior to re-enrollment eligibility.
- g. Behavior conducted online, or through any other electronic medium, including online postings, video, photographs, blogs, web postings, chats, and social networking sites is in the public sphere and is not private and falls within the jurisdiction of this Code provided the other criteria, e.g., student status, are satisfied.
- h. If the prohibited conduct involves a student organization, the individual students are subject to this Code, and the organization is subject to FSH 2350 Student Organization Code and Resolution Process.
- i. DOS encourages all behavior to be reported in a timely manner but understands that barriers may exist to reporting prohibited behavior and that some reported behavior warrants DOS review for conduct proceedings even if the reported behavior occurred well in the past. DOS has discretion to initiate conduct proceedings for all reported behaviors, regardless of time of occurrence, based on the nature of the totality of the circumstances.

D. Definitions. The following definitions explain the terminology used in this Code. Particular code violations are listed and defined in Section E Prohibited conduct.

D-1. Academic dishonesty: Intentional participation in deceptive practice in one's academic work or the academic work of others. Examples include cheating, fraud, plagiarism, or falsification of research results and are individually addressed and more fully defined in Article II .

D-2: Academic outcome: A consequence imposed by instructors for findings of academic dishonesty. Academic outcomes include, but are not limited to, grade adjustments, failing a class, or resubmission of academic work.

D-3: Academic work: Any academic work required for completion of academic requirements in a course. Academic work includes but is not limited to assignments, quizzes, examinations, problem solving, class exercises, and/or drafts of work.

D-4: Administrator: The Dean of Students or designee will serve as the administrator. The administrator can serve as a decision-maker and is the non-voting advisor to the Student Conduct Board and each SCB hearing panel.

D-5: Advisor: The person of the student's choosing who has agreed to advise the student during the University disciplinary process and attend scheduled meetings with the student. The Advisor's role is simply to advise the student, and the

Advisor is not permitted to speak during hearings, conferences, or interviews unless allowed by the University official conducting the interview.

D-7: Complainant: An individual who was subject to alleged misconduct described in the Student Code of Conduct. There may be more than one complainant for an incident. In certain circumstances, the Dean of Students or another University official may assume the role of complainant on behalf of the University.

D-8: Conduct decision: A written decision determining the resolution of the reported behavior. The decision will include a finding of responsible or not responsible and any applicable required or suggested outcomes.

D-9: Conduct record: The student conduct record maintained by the Dean of Students in connection with a reported violation or violation of the Code. The student conduct record may include complaints, notices, hearing records, conduct findings, outcomes, and other documents deemed relevant by the Dean of Students.

D-10: Consent: Knowing, voluntary, and clear permission by word or action to engage in activity with another individual(s), not limited to sexual activity. Consent can be withdrawn at any time upon notice, by word or action, to the other party.

D-11: Days: Days that the University is open for business, not including Saturdays, Sundays, Fall Recess, Winter Recess, Spring Recess, or University holidays.

D-12: DOS: The Office of the Dean of Students, which is responsible for the administration of the Student Code of Conduct and includes the Dean of Students and their designees.

D-13: Educational setting: All academic, educational, extracurricular, athletic, and other programs of the University of Idaho, regardless of location, including online formats.

D-14: Finding: A conclusion reached as result of an inquiry, investigation, or hearing and is also referred to as a decision.

D-15: Formal resolution process: A conduct process by which notice and opportunity to be heard is provided and that often includes a student conduct process occurring before a Hearing Panel which issues a written decision following the hearing.

D-16: Hearing: A formal process maintained by the University to review and address allegations of violations that follows the process and rules outlined in this Code but is not subject to other external rules (such as federal or state evidentiary rules or procedures).

D-17: Hearing officer: A person appointed by the Administrator to serve as the person presiding over a hearing. The hearing officer investigates the alleged behavior and administers the conduct process for informal resolutions. The Administrator may also serve as the hearing officer.

D-18: Hearing panel: A panel composed of members of the Student Conduct Board, who are selected by the Student Conduct Board chairperson for purposes of hearing a formal resolution process and issuing a written decision that may include findings.

D-19: Informal resolution process: An alternative method of resolving a matter under this Code, entered into willingly by all parties as well as by the University, that seeks to address and resolve the alleged conduct or harm without the use of the formal process outlined below.

D-20: Instructor: In cases of academic dishonesty, the instructor may be the faculty member, teaching assistant, or other employee responsible for course instruction.

D-21: Investigator: The person assigned by the University to investigate a report of a violation of the Code. The investigator may be any qualified person assigned by DOS.

D-22: Mediation: An intervention between conflicting parties to promote reconciliation, settlement, or compromise.

D-23: Misconduct: Behavior that is prohibited by the Student Code of Conduct or that violates a University directive or policy.

D-26: Office of Civil Rights & Investigations (OCRI): The Office at the University that is responsible for ensuring compliance with federal and state laws related to discrimination or harassment based on a protected class. This includes retaliation when engaging in a protected process. OCRI undertakes necessary investigations and prepares recommendations and written reports that may be reviewed by the DOS for further conduct processes related to the underlying facts investigated and the nature of the reported behaviors of students investigated by their office.

D-27: Outcome: Disciplinary or corrective action imposed by the deciding body of a student conduct process following a finding of student misconduct. The term includes, but is not limited to, educational programming, restitution, community service activities, apology letters, probation (including denial of specified University privileges), suspension, termination, or other such outcomes deemed appropriate.

D-28: Parties: The Respondent(s) and the Complainant(s).

D-29: Policy: The written regulations of the University as found in, but not limited to,

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the Faculty Staff Handbook, including the Student Code of Conduct, the Administrative Procedures Manual, the Residence Hall Handbook, all Housing and Residence Life policies, and Graduate and Undergraduate Catalogs.

D-30: More likely than not standard: The standard of evidence that is used to decide responsibility of Code violation in a hearing, it means that it is more likely than not, based upon the totality of all relevant evidence and reasonable inferences from the evidence, that there is a violation of the Code.

D-31: Probation: The process or period of observing the character or abilities of a student to determine whether other corrective action should occur. An additional resolution process is not necessary to modify outcomes following a finding of misconduct where probation is imposed. The DOS has discretion to modify the terms of probation as necessary based on the information available to the DOS during a student's probation.

D-32: Respondent: The student who is alleged to have violated the Code.

D-33: Student: Includes, but is not limited to, all persons admitted to the University, either full time or part time, online or in person, to pursue undergraduate, graduate, or professional studies, and includes non-degree seeking students. The following persons are also considered "students":

a. Persons who are suspended, or those who withdraw or graduate after allegedly violating the Code of Conduct.

b. Persons who are eligible to enroll for classes without applying for re-admission.

c. Individuals participating in the American Language and Culture Program, Independent Study of Idaho sponsored by the University of Idaho, the University of Idaho International Student Success Program (UI-ISSP), or any other similar educational program of the University.

D-34: The Code: The Student Code of Conduct and Conduct Resolution Process.

D-35: Student Conduct Administrator (Administrator): The University of Idaho official designated by the DOS to serve as an investigator or hearing officer. It will also include the Administrator's designee.

D-36: Student Conduct Board (SCB): The formal body that reviews student conduct matters, as set forth in this Code.

D-40: Weapon: Weapon is defined in APM 95.12.

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E. Prohibited conduct. Specific behaviors of misconduct are identified and defined below.

E-1. Academic dishonesty. Acts of academic dishonesty include but are not limited to the following:

- a. Cheating.** Cheating includes, but is not limited to, the following actions as they relate to academic work:
 - (1) Using, purchasing, providing, or possessing unauthorized materials, sources, or assistance without authorization from the instructor.
 - (2) Copying from another's academic work either for the student's own use or for the use of others.
 - (3) Sharing academic work without prior permission from instructor.
 - (4) Acquiring, without written or verbal permission, tests or other academic material belonging to the instructor or another member of the University faculty or staff.
 - (5) Completing academic work for someone else or having someone else complete academic work on your behalf.
 - (6) Representing another student in a class for attendance or participation purposes or asking another person for representation for attendance or participation purposes.
 - (7) Fabrication or falsification of data, research or academic content and the unauthorized alteration or invention of any information or citation.
 - (8) Forging, altering, reproducing, removing, destroying, or misusing any University document, record, or instrument of identification.

- b. Plagiarism.** Plagiarism includes, but is not limited to, the following:
 - (1) Using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment.
 - (2) The unauthorized alteration or invention of a citation.
 - (3) Buying or selling academic work for the purpose of submitting it for course completion.
 - (4) Submitting academic work, or any part of academic work, completed for one course as work for another course without the express prior approval of both instructors.

- c. Prohibited behavior.** Engaging in any behavior related to course completion prohibited by the instructor or otherwise including but not limited to unauthorized collaboration and reliance on prohibited technological assistance/artificial intelligence tools.

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- d. Misrepresenting facts for academic advantage.** Examples include but are not limited to providing false academic achievements and false medical documentation for academic extensions.
- e. Violation of University policy regarding intellectual property and research.** All data acquired through participation in University research programs is the property of the University and must be provided to the principal investigator. In addition, collaboration with the Office of Research and Economic Development for the assignment of rights, title, and interest in patentable inventions resulting from the research is also required. See FSH 3200 and 5400.

E-2. Disruption or misuse of University resources or property. This behavior includes but is not limited to the following:

- a. Theft or damage.** Attempted or actual theft of or damage to University property.
- b. Unauthorized possession.** Unauthorized possession, duplication, or use of University keys, lock combinations or other access codes or passwords that can be used to access University property or facilities.
- c. Unauthorized entry or use.** Unauthorized entry into or use of any University owned or managed building, space, outdoor area, or property. This also includes other restricted areas identified in **APM 35.35**.
- d. Violation of law or other policy.** Violation of local, state, federal or campus fire policies including but not limited to:
 - 1. Building or setting fire(s) without proper authorization as required by **APM 35.25**.
 - 2. Removing or otherwise tampering with fire equipment or fire alarm systems.
 - 3. Failure to promptly vacate a building
 - 4. Intentionally or recklessly causing a fire that damages University or personal property or causes injury.
 - 5. Causing, making, or circulating a false report or warning of fire, explosion or another emergency.

E-3. Misuse of technology resources. Theft or other abuse of University computer facilities or resources. This includes but is not limited to the following:

- a.** Unauthorized entry into, or transfer of a file.
- b.** Using another individual's identification or password.

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- c. Interfering with the normal operation of the University computing system or resources.
- d. Any violation of the University Computer Use Policy.
- e. Inappropriate or disproportionate use of an IT resource owned or controlled by the University.
- f. Using an IT resource for an illegal, threatening, or intentionally destructive purpose.
- g. Circumventing University system or network security measures.

E-4. Threat of harm or actual harm to a person's physical or mental health or safety. This behavior includes but is not limited to the following:

- a. **Behavior involving physical force or threat of physical force.**
Behavior involving physical force that hurts another person or intimidation or threat of such force directed at another person where a reasonable person would believe the threat to be serious and imminent in nature. It includes the following:
 - 1. **Fighting.** Engaging in violence, combat, or aggression.
 - 2. **Assault.** Behavior intended to cause apprehension of harmful or offensive contact that causes apprehension of physical safety of another. The act required for an assault must be overt. Although words alone are insufficient, they may create an assault when coupled with some action that indicates the ability to carry out the threat and it creates a fear of it being carried out in the person the assault behavior is directed at.
 - 3. **Battery.** Actual and intentional unwanted touching or contact with another person, even if the physical injury is slight.
 - 4. **Use of a knife, gun, or other weapon.** The use of a knife, gun, or other weapon except in reasonable self-defense in any act of violence as defined in the Code.
 - 5. **Involuntary restraint or transport.** Restraining or transporting a person against their will.
 - 6. **Other.** Any action that threatens or endangers the physical health or safety of any person.

b. Prohibited harassment

- 1. **General definition.** Prohibited harassment is hostile or threatening conduct or speech, whether verbal, written, or symbolic, that:
 - (a) Is sufficiently severe or pervasive, as viewed by a reasonable person under similar circumstances and with similar identities to the victim, and results in an objectively hostile or threatening environment that interferes with or diminishes

another's ability to participate in or benefit from the services, activities, or privileges provided by the University. and

(b) Describes with personal particularity or is personally directed to one or more specific individuals.

2. Definitions used for sex- or gender-based harassment. When harassment is sex or gender based, the definitions used to determine coverage can be found in FSH 6100. Violations that meet the definitions of FSH 6100 but that do not occur within the covered Applicability of paragraph B of that policy, may be investigated and determined under this Code.

3. Exception. Speech that is protected by the First Amendment to the United States Constitution, including relevant academic speech spoken in a classroom or writing assignment, protests and statements that do not meet the narrow definition described above, is not a violation of this Code, though it may go against community norms and may be harmful or hurtful to other members of the University community or members of certain groups.

c. Threatening or intimidating behavior. Threatening or intimidating behavior includes, but is not limited to:

1. Coercion. The practice of persuading someone to do something by using force or threats.

2. Bullying. Behavior seeking to harm, intimidate, or coerce another.

3. Deliberate destruction of or damage to property. Deliberate destruction of or damage to public or private property, where a reasonable person would believe that the full or partial intention of the act is to harass an individual or a group based on protected characteristics as defined in [FSH 3200 Policy of Nondiscrimination](#).

d. Hazing. Hazing includes, but is not limited to, any action or participation in any activity that (i) causes or intends to cause physical or mental discomfort or distress, (ii) may demean any person, regardless of location, intent, or consent of perpetrators or victims or (iii) destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts. they are also violations of this rule.

Hazing also includes any activity that compels a student to participate in any activity that is unlawful, publicly indecent, or contrary to the policies and regulations of the University, or any activity that unreasonably and materially interferes with a student's academic efforts.

E-5. Discrimination and retaliation.

- a. Discrimination.** Discrimination includes conduct that violates the Board of Regent's or the University's nondiscrimination and antidiscrimination policies contained in FSH 3200, 3210, or 3215.
- b. Retaliation.** Retaliation includes conduct that intimidates, interferes with, threatens, coerces, or otherwise discriminates against any individual because that individual opposes or reports a perceived wrongdoing, inequity, or violation of law or University policy, files a complaint alleging illegal or prohibited discrimination, participates in a grievance or response procedure, or participates in dispute resolution.

E-6. Disruption, obstruction, or interference with normal University activities. Members of the University community have the right to a campus that is free from unreasonable disruption, obstruction, or interference. Disrupting or obstructing normal University activities, including, but not limited to, all academic activities, University programming, athletic events, and administrative functions is prohibited. Examples include:

- a.** Classroom disruption: Behavior that interferes with the teaching or learning process in the classroom or educational setting and continues after an instructor's request to cease.
- b.** Obstruction of the free flow of pedestrian or vehicular traffic on campus.
- c.** Conduct that is lewd, indecent or disruptive that is not otherwise constitutionally protected speech.
- d.** Falsifying, distorting, or misrepresenting information provided to the University.
- e.** Interference with the student conduct system, which includes, but is not limited to, any of the following:
 - 1.** Failure to cooperate with the University's investigation or disciplinary proceeding. If a party in a case does not want to participate because they believe that doing so would cause them to speak or offer evidence against themselves, and they notify the

DOS that this is the reason they are choosing not to participate or only to participate partially, this violation will not apply.

2. Disrupting or interfering with the University's investigation and student conduct proceedings.
3. Making false allegations.
4. Attempting to discourage an individual's proper participation in, or use of, the student conduct process.
5. Harassment (verbal, physical, written, or electronic) or intimidation of any person participating in the University's investigation prior to, during, or after the investigation and conduct process concludes.
6. Failure to comply with the outcome(s) imposed pursuant to the disciplinary process.

f. Influencing or attempting to influence another person to commit any violation of the Code.

g. Engaging in speech, including but not limited to verbal, electronic, or written communication, that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.

E-7. Use and Misuse of Substances

a. **Smoking.** Smoking in violation of APM 35.28.

b. Drugs and controlled substances

1. Using, possessing, manufacturing, cultivating, selling, or distributing any state or federally controlled drug, designer/synthetic drug, or substance, including, but not limited to, cannabis, heroin, narcotics, or other controlled substances, in violation of any applicable law or University policy.
2. Possessing or using any paraphernalia used for drug consumption. Paraphernalia includes but is not limited to bongs, bowls, pipes, or any homemade smoking device.
3. Using, possessing, selling or distributing prescription or over-the-counter medications by an individual for whom it was not prescribed.
4. Inhaling or ingesting any substance (e.g., nitrous oxide, glue, paint, etc.) that is intended to alter a student's mental state without a prescription.
5. A violation may also occur when the odor of an illegal or controlled substance or drug is present when more than one individual can reasonably trace it to a specific individual.

c. **Alcohol**

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1. Consuming, possessing, manufacturing, or distributing alcoholic beverages in violation of any applicable law or University policy (see APM 80.01 for alcohol permit requirements and APM 95.31 for alcohol policy).
2. For persons under 21, the use or possession of alcoholic beverages. public intoxication or excessive consumption of alcohol. disorderly or irresponsible conduct resulting from consumption of alcohol.
3. For persons over 21, the use or possession of alcohol in public areas where alcohol is not permitted. excessive consumption of alcohol resulting in disorderly or irresponsible conduct.
4. Selling, distributing, or furnishing alcohol to a person under 21 years of age.

E-8. Housing and living groups. Violations of any rules imposed by University Housing or living groups outlined in the Housing contract and Housing handbook.

E-9. Violation of University policy. Violation of published University policies, rules and regulations.

E-10. Violation of law. Any violation of federal law, state law, or local ordinance may be a violation of the Code, independent of the status of any civil or criminal litigation in court or criminal arrest and prosecution. Decisions made or outcomes imposed under this Code will not be subject to change because criminal charges arising out of the same facts were adjudicated in a civil or criminal court process. The University will cooperate as appropriate with law enforcement and other agencies in the enforcement of criminal law and in the conditions imposed by criminal courts for the rehabilitation of student violators provided that the conditions do not conflict with University policies.

E-11. Furnishing false information, refusal to identify, and refusal to comply

- a. Furnishing false information or false representations to any person working for or authorized to act as an authority on behalf of the University.
- b. Refusal to identify oneself to an institutional representative in response to a request when on any University owned or managed property.
- c. Failure to comply with directions of a University official, law enforcement, fire department, or other government official acting in performance of their duties.
 1. Identification includes giving one's name, substantiated by a current driver license or student identification card or other official documentation, or by stating truthfully whether one is a student of the University or not.
 2. An institutional representative includes any employee, faculty member, or representative of the University, and any attorney, peace officer, or campus security officer of the University acting under the authority of the University.

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- d. Using false identification or another individual's identification card to procure goods, entry or services.
- e. Submission of false information or withholding requested information at the time of admission or readmission.

E-12. Firearms, explosives, and other weapons. Possessing or using firearms, explosives, other weapons, projectile or explosive devices or substances, or dangerous chemicals in violation of APM 95.12, APM 35.34, or APM 35.35.

E-13. Disruption to community

- a. Attempted, threatened, or actual theft of or damage to another's property.
- b. Unauthorized entry into or use of another's property.
- c. Excessive noise, amplified sound, or music that produces a level of noise that disrupts members of the community.

F. Conduct resolution process

F-1. Reporting alleged violations

a. The DOS will accept reports from anyone with knowledge of potential Code violations. Reports must be made to the DOS. Reports of Title IX and related violations covered by [FSH 6100](#) will not be reviewed under this Code but will be accepted by DOS and then forwarded to the Title IX Coordinator or other appropriate office for review. Allegations against Student Organizations will be addressed as per the Student Organization Code of Conduct, FSH 2350.

b. Reports should be in writing but may be reported orally to the appropriate University official. A report should be submitted as soon as possible after the incident takes place.

F-2. Initial review. The DOS will review all reports of Code violations. The purpose of the review is to gather relevant information concerning each allegation and determine whether further investigation is warranted. When appropriate, the DOS will transfer the notice and investigation process to the Office of Civil Rights & Investigations (OCRI). The initial review may include interviewing the involved parties and witnesses without formal notice.

F-3. Notice of allegation.

- a. Following the initial review, the hearing officer will determine whether to initiate the conduct resolution process. In order to initiate that

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process, the hearing officer will provide notice of reported Code violation(s) to the respondent.

- b. The notice informs the respondent of the reported Code violations including a short description of the basis of the reported violation.
- c. The notice may include resolution options if further investigation is not required. Resolution options are detailed in the Hearing Process section below. If further investigation is required, the notice will include details of the investigative process.
- d. The notice will include a link to or copy of this Code.
- e. The hearing officer must give the respondent an opportunity to meet in person within a reasonable time after the notice of allegation is delivered to the respondent. The meeting gives the respondent an opportunity to respond to the notice, present any information the respondent would like the hearing officer to consider, and provide the names of any witnesses the respondent would like the hearing officer to contact.
- f. If a respondent does not participate in the initial meeting, the hearing officer will make reasonable attempts to reach the respondent for five business days. If there is no response, the hearing officer will determine the appropriate resolution process.

F-4. Initial meeting. The hearing officer must give the respondent an opportunity to meet in person within a reasonable time after the notice of allegation is delivered to the respondent. The meeting gives the respondent an opportunity to respond to the notice, present any information the respondent would like the hearing officer to consider, and provide the names of any witnesses the respondent would like the hearing officer to contact.

F-5. Interim action.

- a. At any time before a final institutional decision, the Administrator, or designee, may impose restrictions on a student or separate the student from the University community pending the final institutional decision. If circumstances allow, the Administrator (or designee) should meet with the student prior to imposing the interim action.
- b. Other than issuance of no-contact orders, an interim action issued prior to a hearing before the Hearing Panel may only be imposed when the Administrator determines that the student represents a threat of serious harm to any person. the student is facing allegations of serious criminal activity. the action is necessary to preserve the integrity of the investigation. the action is necessary to preserve University property.

- or the action is necessary to prevent disruption of, or interference with, the normal operations of the University.
- c. After the hearing decision, pending any response review of the decision, the Administrator may impose an outcome issued by the Hearing Panel as an interim action at the discretion of the Administrator.
- d. Interim actions may include, but are not limited to, the following:
- Suspension from the University pending a final institutional decision.
 - Issuance of a no-contact order.
 - Exclusion from University property.
 - Removal from the residence halls.
 - Removal from extracurricular activities, including participation on athletic teams.
 - Withholding the award of a degree pending the conclusion of the investigation and hearing process. or
 - Any other action deemed necessary and appropriate by the Administrator to maintain orderly and appropriate University operations.
- e. When a student is suspended from the University, or directed not to attend certain classes, alternative coursework options may be pursued, with the approval of the Administrator and the appropriate college dean, to ensure as minimal an impact as possible on the responding student.
- f. An interim action must be issued in writing and is effective when the Administrator delivers the Notice of Interim Action to the responding student either in person or by email sent to the student's official University of Idaho email account.
- g. The respondent may submit a response to the issuance of any interim action by filing a response with the Administrator. There are no formal procedures for this response, and the interim outcomes remain in effect unless removed by the Administrator.
- h. A violation of the provisions of an interim action will be considered a violation of the Code.

F-6. Informal resolution process: Decision by hearing officer

- a. During the initial meeting, the respondent may be given an opportunity to resolve the complaint informally. All parties must mutually agree to

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- engage in the Informal Resolution Process. The Informal Resolution Process may also be used when the respondent is not participating.
- b. At any point in the Informal Resolution process, any party may request a Formal Resolution Process, described below. The hearing officer may refer a matter to Formal Resolution Process at any point during the Informal Resolution process.
 - c. In the Informal Resolution Process, the hearing officer determines based on the preponderance of the evidence whether the respondent is responsible for a code violation and determines the outcomes. The hearing officer will first meet with the parties (if applicable), share available information, and hear their response, if any. A respondent may also accept responsibility for a Code violation at any point in the process. If the respondent accepts responsibility, the hearing officer will determine the outcomes.
 - d. Informal Resolution decisions are not subject to response review.
 - e. If the respondent does not participate and a decision is made through Informal Resolution, the respondent may request their case to be reopened. Requests must be made in accordance with the instructions in the outcome notice and received no later than five (5) days after that outcome notice. If the request is timely submitted, the hearing officer will offer to meet with the respondent. During that meeting the respondent can share information with the hearing officer. The hearing officer reserves the right to update the decision of responsibility and any applicable outcomes after meeting with the respondent. The hearing officer will notify the respondent within five (5) days whether the decision of responsibility or applicable outcomes have changed.

F-7. Formal resolution process: Decision by Administrator or Student Conduct Board

a. Investigation

1. The University will investigate the allegations. At any time during the investigation, either the complainant or the respondent may, but is not required to, provide information to the investigator for consideration. Such information may include documentary information, the names of witnesses, witness statements, suggested questions to ask other Parties or other witnesses, etc. Except in the rare circumstances described in this Code, only

information that is presented to the investigator may be used in a hearing.

2. The investigator will provide the interview summaries to all parties and witnesses to review and provide additional comments and clarifications. Comments must be received within five days of receiving the interview summaries. The investigator will revise the interview summaries based on relevant comments provided by the parties and witnesses.

b. Preliminary report review

1. At the conclusion of the investigation, the investigator will draft a Preliminary Report of Investigation (Preliminary Report). The preliminary report will include the steps taken during the investigation., a list of witnesses contacted. a detailed summary of any witness interviews. a detailed summary of any interviews of the respondent or complainant (if applicable). a detailed summary of any other information considered as part of the investigation. and complete copies of any relevant documentary evidence gathered during the investigation, including copies of documentary information provided by the respondent or the complainant.
2. The Preliminary Report will not include any conclusions, findings, or credibility analysis.
3. The parties will be provided an opportunity to review the Preliminary Report and may provide a written response to the Preliminary Report within five days of the review of the report. A party will be deemed to have waived the right to review the report if the party does not make arrangements with the investigator to review the report within five days of being notified that the report is available to be reviewed. The written response may include requests for additional investigation, additional witnesses to interview, or additional questions to ask any witness.
4. After the time for submitting a written response to the Preliminary Report has passed, the investigator will review any responses received and determine whether additional investigation is needed. After addressing the responses, if any, the investigator will incorporate the responses into the final report.

5. The investigator has sole discretion of determining whether sufficient information has been obtained to end the investigation process.

c. Final Report of Investigation

1. The Final Report of Investigation (final report) will include the following:
 - Everything included in the Preliminary Report,
 - Complete copies of any timely-submitted written responses to the Preliminary Report,
 - A credibility analysis, and
 - Findings of facts.
2. The final report will be provided to the Administrator. The Administrator or designee will provide the final report simultaneously to the parties. The investigator may serve as the Administrator's designee to send out the final report to parties.
3. The credibility analysis is an analysis of the statements provided by each party and interviewee, as necessary, to determine whether the statements provided by that person are credible. The analysis may include a description of the person's demeanor during the interview(s), a comparison of statements made to known facts or statements from other witnesses, the person's ability to observe the event described, the person's bias, whether the person was under the influence of a controlled substance or alcohol, and any other information that a reasonable person would use to determine a person's credibility. Not every case will require a detailed credibility analysis of each interviewee, and the credibility analysis may be part of the finding of facts. However, in cases where the credibility of the interviewee is material to the conclusion, there should generally be a separate credibility analysis.
4. The findings of facts will include a description of the basis for each finding. Each finding will be based on a more likely than not standard and will include a rationale based on supporting documentation or information such as information from the interviews, documentary information obtained during the investigation, and, if relevant to that finding, information regarding the credibility of the respondent, complainant and/or witnesses.

d. Review by Administrator

1. The final report will be provided to the Administrator. The Administrator or designee will provide the final report simultaneously to the parties. The parties may submit a written response to the final report to the Administrator no later than five days after the final report is provided to the parties. The Administrator may meet with the parties, separately, to discuss the final report.
2. Decisions are made either by the Student Conduct Board (SCB) after a hearing or by the Administrator after their review. A party may request that the matter be referred to the SCB for a hearing. The request must be in writing and must be submitted to the Administrator no later than five days after the final report is provided to the parties. The Administrator may also decide to refer matters to the SCB.

e. Decision by Administrator

1. If a matter is not referred to the SCB for a hearing, the Administrator will decide whether the respondent violated the Code. The Administrator will make the decision based on the information contained in the final report, the written responses to the report, if any, submitted to the Administrator by the parties, and, if the Administrator chooses to meet with the parties, the information provided at the meeting to the Administrator by the parties.
2. The Administrator will adopt the findings and credibility analysis contained in the final report if the Administrator finds that they are more likely than not to be accurate. Any additional or different findings issued by the Administrator must be based on a more likely than not standard.
3. If the Administrator determines that the respondent violated the Code, the Administrator will determine the appropriate outcome.
4. The Administrator's decision will be in writing and include the basis for the decision. The written decision will be simultaneously provided to the parties.
5. The Administrator's decision may be subject to a response review in accordance with this Code.
6. At any time before the matter is submitted to the SCB, DOS may refer a charge of a violation of the Code to mediation or other forms

of appropriate alternative resolution. All parties must agree to participate with DOS in an alternative resolution process.

6. Hearing and Decision by Student Conduct Board

1. **Student Conduct Board in general.** The description and makeup of the SCB can be found in FSH [1640.83](#).
2. **Conflict of interest.** A member of the SCB will not serve on any Hearing Panel or Response Review Panel in any case where the member has a conflict of interest or bias for or against either party.
3. **Training required.** A member cannot serve on either a Hearing Panel or Response Review Panel until the member has completed training as required by DOS.
4. **Confidentiality.** Proceedings before the SCB, whether before a Hearing Panel or Response Review Panel, are confidential and protected by the Family Educational Rights and Privacy Act (FERPA). In specific disciplinary cases, members of the SCB must protect the confidentiality of the information they receive in fulfilling their duties as members of the SCB. Panel members must not discuss specific cases or share any information regarding specific disciplinary cases or their deliberations with anyone other than the SCB Chair, the Office of General Counsel, the Administrator, or fellow panel members appointed to the same panel in that specific case, and in all such instances, the discussion or sharing of information must be reasonably necessary for the panel's consideration of the specific case.
5. **Notice of Hearing.** In matters referred to the SCB, the Administrator (or designee) must send written notice of the hearing to the SCB and the parties. The notice will include the following:
 - a. the specific provision(s) of the Code the respondent is accused of violating.
 - b. a short description of the basis of the alleged violation,
 - c. the date and time for the hearing, and
 - d. the deadline for submitting written materials to the Administrator.
 - e. a link to or copy of the final report and any responses to the final report which were timely submitted to the Administrator.

6. Scheduling

The hearing will be held no fewer than five days after the notice is provided to the parties, unless extended by the Administrator. It is each party's responsibility to inform the panel chair and the Administrator of scheduling conflicts no less than three days prior to the scheduled hearing. The Administrator will have the sole discretion as to whether to reschedule the hearing. Except in cases of grave or unforeseen circumstances, if either party fails to appear, the hearing will proceed as scheduled.

7. Consolidation

If a report of a violation of the Code involves more than one respondent, the Hearing Panel will conduct a joint hearing with all respondents. However, the panel chair may permit the hearing pertinent to each respondent to be conducted separately. In joint hearings, separate decisions of responsibility will be made for each respondent.

8. Composition of the Hearing or Response Review Panel

- a. The chair of the SCB will appoint three to five members of the SCB to serve as a Hearing Panel to review each matter.
- b. The chair of the SCB will appoint one of the Hearing Panel members to serve as chair of the panel. If procedures call for the appointment of three or more members to serve on a Hearing Panel or Response Review Panel, the chair of the SCB should endeavor to appoint at least one student to the Hearing Panel or Response Review Panel. A student may not serve as chair of the Hearing Panel or Response Review Panel.
- c. The Administrator (or designee) will serve as a non-voting, ex-officio member of every Hearing Panel and may be present and available as a resource during all deliberations.

9. Pre-hearing procedures. In every case submitted to a Hearing Panel, the parties may submit written materials for the panel to review as part of its decision. To be considered by the Hearing Panel, all written materials must be submitted to the Administrator prior to the deadline set forth in the notice. The Administrator will ensure that any materials timely submitted are distributed to the parties and the Hearing Panel prior to the hearing. The written materials may only consist of the following:

- a. Suggested questions for the panel to ask the respondent or the complainant.

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- b. Written discussion or argument addressing the information contained in the final report.
- c. Information (as opposed to a discussion of the information contained in the report) that was not considered by the investigators in the final report only if the information was not available prior to the completion of the final report or if the information was provided to the investigator prior to the completion of the investigation but the information was not included in the final report.

10. Hearing logistics

- a. The hearing will be held at the time and place listed in the notice.
- b. All hearings are closed to the public. The only people allowed to be present during the hearing are the parties, each individual party's Advisor, the investigator(s), the Administrator, members of the Hearing Panel, and others only if requested by DOS.
- c. Hearings may be held in person or using secure video conferencing software supported by the University. The University will make a single record of all hearings. Hearing Panel deliberations are not recorded. Failure to record the hearing for any reason is not to be considered a procedural error that substantially impacts the decision and will not be grounds for response review or reversal of the Hearing Panel's decision. All parties will work with the Administrator for access to the software and a private secure space to use the software.
- d. All parties are invited to fully participate in the hearing. The administrator may grant any party the ability to attend the hearing, answer questions, and make a statement from behind a partition, from another room, or through another alternative method.
- e. The complainant, if any, may only be present during the portion of the hearing where the Hearing Panel questions the complainant, unless the Administrator determines in appropriate cases that the complainant may remain for the entire hearing. In extraordinary circumstances, if the investigator is unable to be present at the hearing, the DOS may designate a representative to be there in the place of

the investigator. Neither the complainant nor the respondent is required to speak at the hearing.

- f. The panel chair may give permission for others to attend the hearing in the panel chair's discretion, after consultation with the Administrator. Additional witnesses may be called by the chair after consultation with the Administrator if additional witnesses are necessary for the Hearing Panel to properly resolve the case. The intention of the Code is that the final report, in most cases, should provide a sufficient basis for the Hearing Panel's decision, recognizing that the parties may speak in person to the Hearing Panel and to respond to the final report.
- g. Only the chair of the Hearing Panel may ask questions during the hearing and doing so is at the sole discretion of the chair. However, the chair may seek input from panel members on areas for questioning. The parties may submit suggested questions in writing if the questions are received prior to the deadline for submitting written materials contained in the notice. Questions based on information that arises during the hearing may be submitted in writing during the hearing at the discretion of the panel chair.
- h. The hearing will generally be conducted as follows:
 - i. Introductions to those present
 - ii. Summary of the hearing process
 - iii. Explanation of the charges against the respondent
 - iv. Opening statement by the complainant (if applicable) addressing the final report and the allegations that the respondent violated the Code.
 - v. Opening statement by the respondent addressing the final report and the allegations that the respondent violated the Code.
 - vi. Questions, if any, by the Hearing Panel chair for the investigator(s) or the parties.
 - vii. Final statements by the parties.
 - viii. All parties dismissed, and the recording of the hearing is stopped.
 - ix. Hearing Panel deliberation.

11. Hearing Panel decision.

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- a. All Hearing Panel decisions will be made by a majority vote.
- b. In making its decision, the Hearing Panel will consider all relevant information from the following sources:
 - i. The final report, including the findings and conclusions contained in the report.
 - ii. Any written information provided by the parties as provided above.
 - iii. The information received at the hearing.
- c. The Hearing Panel should adopt the findings and credibility analysis contained in the Final Report, unless the Hearing Panel finds that the information presented at the hearing warrants a different finding. Any findings issued by the Hearing Panel must be based on a more likely than not standard.
- d. The Administrator will also serve as a resource to the Hearing Panel, including to help ensure that outcomes are reasonably consistent among similar cases. If the Hearing Panel determines that a respondent is responsible for a violation of this Code, the Administrator will inform the panel of any previous conduct violations or other relevant disciplinary actions involving the respondent.
- e. The Hearing Panel will not consider previous findings in any legal or campus proceeding when determining responsibility for violation of this Code. The Hearing Panel may consider such previous findings solely when determining outcomes after a finding of responsibility is made.
- f. The Hearing Panel will issue a written decision within 10 days after completing deliberations. If the Hearing Panel needs additional time to issue the written decision, the Administrator will notify the parties. The panel chair will provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.
- g. The Hearing Panel may return the matter for additional investigation if the Hearing Panel determines that:
 - i. The investigator failed to properly investigate the allegation and the failure was substantial and impacted the decision. or
 - ii. There is new information that could substantially affect the decision and the new information could not have been discovered before the issuance of the final report.

F-8. Response to the Formal Resolution Process Decision

- a. Any party may respond to the Formal Resolution Process decision, whether it was made by the Administrator or the SCB.
- b. Responses are not limited to arguments that the Hearing Panel decision should be overturned or modified but can be statements in support of the findings using the factors for response established below. That is to say, the Response is an opportunity to argue in favor of, or against, the decision based on the specific listed factors.
- c. Outcomes imposed by the Hearing Panel will not go into effect until either the deadline for a response has expired and no response has been filed or until the decision is upheld after response. However, the Administrator may impose any outcome issued by the Hearing Panel as an interim action pending the response review.
- d. Any party may submit a response to the Administrator's, Hearing Officer's, or Hearing Panel's final decision. Responses must be submitted in writing to the Administrator and must set forth the grounds for the response. The response must be filed no later than five days after the decision is delivered to the parties. Responses are to be directed to the University and will not be provided to other parties in the case, if any. There is no expectation that the response be of a certain level of formality or read like a legal filing.
- e. Responses are limited to the following grounds:
 1. A conflict of interest by a decision maker that significantly impacted the outcome of the hearing or a procedural error in the investigation process that significantly impacted the outcome of the hearing.
 2. New information, unavailable during the investigation or hearing, or information that was technically available but for which no reasonable person would have sought that information in advance of the hearing, as the need for the information or its evidentiary value did not reasonably arise until during the hearing, and that would likely have substantially impacted the original finding or outcome if known.
 3. The outcomes imposed are substantially disproportionate to the severity of the violation, Note that the imposition of an administrative fee is not a outcome, and therefore cannot be reversed or modified.
- f. A response review will be limited to a review of the decision, the final

report, any written material considered in the decision, the recording of the hearing held before the Hearing Panel, and- any written materials submitted with the response. Where a response is based on the discovery of new information, the new information may be considered only to determine whether the information was unavailable at the time of the decision and whether the new information would likely have substantially impacted the original finding or outcome if known.

g. Response review procedure

1. The chair of the SCB will appoint three to five members of the SCB to serve on the Response Review Panel and will designate one member to serve as chair of the Response Review Panel. Any member who served on the Hearing Panel will not serve on the Response Review Panel on the same case. A student may not serve as chair of a Response Review Panel.
2. The Response Review Panel will issue a written decision. The decision should be issued within 15 days of receiving the response or responses. The chair of the Response Review Panel will provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.
3. The Response Review Panel may:
 - a. Uphold the Administrator's, Hearing Officer's, or Hearing Panel's decision.
 - b. Uphold the finding that the respondent violated the code but revise the outcome(s).
 - c. Return the matter for reconsideration. or
 - d. Return the matter for additional investigation.

e. Unless the case is returned for reconsideration or to the investigator for additional investigation, the decision of the Response Review Panel is the final institutional decision. If the decision upholds the finding that the respondent violated the Code, the outcomes imposed will go into effect immediately.

F-9. Supplemental process and standards applying to allegations of academic dishonesty

- a. Academic dishonesty allegations are processed following the Conduct Resolution Processes in this Code. Following a report to DOS of instances or concerns of academic dishonesty, DOS will investigate the incident and will determine if there is a code violation, resulting in potential outcomes intended

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- to address acts of academic dishonesty. Instructors may issue an academic outcome separate from any outcome that the DOS may impose if under this Code there is a finding of responsibility for academic dishonesty/misconduct.
- b. The following information supplements the resolution processes in cases of academic dishonesty:
- i. When the alleged academic dishonesty is discovered by the instructor, the instructor will notify the student of the allegation of academic dishonesty and will notify DOS.
 - ii. DOS receives the report and communicates with the instructor on the process of resolving the complaint.
 - iii. The instructor will have an opportunity to provide additional information regarding the allegation.
 - iv. DOS will meet with the student and may seek additional information from the instructor.
 - v. The instructor is included in the following communication with the student: the notice of allegation and decision letter.
 - vi. If the student chooses an informal process, DOS will meet with the student and provide an informal decision, consistent with policies, progressive discipline, and other previous and similar examples of academic dishonesty. The outcome of an informal process is not eligible for Response Review.
 - vii. If the student chooses a formal process, the hearing officer will conduct a formal investigation and will interview the instructor and other witnesses as part of the investigation.
 - viii. In disciplinary cases involving allegations of academic dishonesty, a majority of the Hearing Panel or Response Review Panel should be faculty members.
 - ix. The instructor will not issue an academic outcome until after the conclusion of the resolution process, including any responses, and after the decision is communicated to the student.
 - x. The resolution decision of DOS, subject to the Response Review process outlined in this Code, is final.
 - xi. In situations where grades need to be submitted and the process is not yet complete, the instructor will enter a grade of "incomplete" until the process is complete.
 - xii. In situations where the instructor is no longer in their position prior to the completion of the conduct process, the instructor of record or the chair of the department may be asked to step in to finish the conduct

process and the instructor may coordinate the final grade based on the totality of the academic performance.

F-10. Outcomes.

a. Outcomes may be imposed for any student determined to have violated the Code. Possible outcomes include, but are not limited to:

- **Warning:** Written notice to the student.
- **Probation:** Written reprimand accompanied by a probationary period during which the student must not violate the Code to avoid more severe disciplinary outcomes.
- **Loss of privileges:** Denial of specified privileges for a designated period of time.
- **Restitution:** Compensation for loss, damage, or injury. This may take the form of appropriate service or monetary or material replacement.
- **Educational outcomes:** Completion of work assignments, essays, service to the University, community service, workshops, or other related educational assignments.
- **Deferred suspension:** The last opportunity before being suspended, which remains in place until the natural end of the academic relationship with the University.
- **Housing suspension:** Separation of the student from University Housing for a definite period of time, after which the student is eligible to return. Conditions for return may be specified.
- **Housing expulsion:** Permanent separation of the student from University Housing.
- **University suspension:** Separation of the student from the University for a definite period, after which the student is eligible to return. Conditions for return may be specified.
- **University expulsion:** Permanent separation of the student from the University.
- **Revocation of admission:** Admission to the University may be revoked .
- **Revocation of degree:** A degree awarded from the University may be revoked.
- **Withholding of degree:** The University may withhold awarding a degree otherwise earned until the completion of all outcomes imposed.

b. More than one of the outcomes listed above may be imposed for any single violation.

c. A student who fails to comply with the outcome(s) imposed will have a disciplinary hold placed on their record until the student complies with all outcome(s) imposed.

UI FACULTY-STAFF HANDBOOK

Chapter II: STUDENT AFFAIRS POLICIES

Section 2300: STUDENT CODE OF CONDUCT & CONDUCT RESOLUTION PROCESS

d. Disciplinary outcomes other than suspension, expulsion or revocation or withholding of a degree will not be made part of the student's permanent academic record but will become part of the student's disciplinary record. Such outcomes will be expunged from the student's disciplinary record seven years after final disposition of the case unless the University is legally required to maintain them for a further time.

G. MISCELLANEOUS

G-1. Role of an advisor. In accordance with the educational purpose of the Code, all students, including respondents and complainants, are expected to speak for themselves at all stages of proceedings under the Code, including, but not limited to, during the investigation, hearing, and any response. Any student may have an Advisor present at any time during any interview, meeting, or proceeding under the Code, but the Advisor's role is to advise the student, not to speak for the student or make any presentation on behalf of the student. The student may, at any time and for a reasonable period of time, confer with the Advisor. If the University official conducting the proceeding determines at any time that the Advisor is acting outside of these parameters, the Advisor may be required to leave the proceeding at the official's discretion. In appropriate circumstances, at the sole discretion of the University official conducting the proceeding, the University official may allow the Advisor to speak on behalf of the student or make a presentation on behalf of the student.

G-2. Administrative fee. Any time a student is found to have violated the Code, except in situations where the hearing officer issues only a warning, the hearing officer may charge the student an administrative fee of \$150. This is not considered an outcome and will not be a subject of a response review.

G-3. Parent notification. The University may notify parents of students under the age of 21 when a student has been found to have committed a drug- or alcohol-related violation. This is not considered an outcome and may not be a subject of a response review. The decision as to whether to notify the parents or not rests entirely within the discretion of DOS.

G-4. Training. All members of the SCB, the Administrator, and the investigators will receive annual training in accordance with the requirements of the policies of the Board of Regents of the University of Idaho and the Idaho State Board of Education, as well as all applicable federal and state laws.

G-5. Timeframe. With the exception of deadlines for requesting a hearing before the SCB (see section F.7) or for filing a response (see section F.8), all other timeframes contained in the Code are suggested timeframes. While the timeframes should be

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followed absent exceptional circumstances, the failure to conduct any action within a designated timeframe is not grounds for response review or reversal of any decision.

G-6. Interpretation. Any question of interpretation regarding the Code or these procedures will be referred to the Administrator or their designee for final decision.

G-7. Disclosure. The University will, upon written request, disclose to the alleged victim of any crime of violence (as that term is defined in section 16 of Title 18, United States Code), incest, or statutory rape, the report on the results of any disciplinary proceeding conducted by the University against a student who is the alleged perpetrator of such crime or offense with respect to such crime or offense. If the reporting victim of such crime or offense is deceased as a result of such crime or offense, the next of kin of such victim will be treated as the victim for purposes of this paragraph.

G-8. Review by President: Any decision or action taken under the Code may be reviewed by the President at the President's discretion.

G-9. Review by Board of Regents: Board of Regents review of a final institutional decision to the Board of Regents is governed by Idaho State Board of Education Governing Policies and Procedures Section III.P.17.



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title: **APM 45.05 EARLY SETUP AND ADVANCE FUNDING OF SPONSORED PROJECT BUDGETS**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Sarah Martonick, Director OSP

Policy sponsor, if different from originator:

Reviewed by General Counsel: X Yes __No Name & Date: Manisha Wilson, 5/17/23

Comprehensive review? _X_ Yes __No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Comprehensive review. Updates to align with procedure changes and new system implementation as well as federal compliance requirements.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

As soon as approved.

ER45.05 -- Early Setup and Advance Funding of Sponsored Project Budgets
December 11, 2018(rewrite)

A. General Purpose:

A-1. Early Ssetup. Principal investigators (“PIs”) are frequently informed that a sponsor has made or intends to make an award to the University, but the University has either not received the award document or has received but not fully executed (see C-2) an agreement related to the sponsored project (see B-2). In such circumstances, a PI (or unit/college) may request that the Office of Sponsored Programs (OSP) set up a grant code early in advance (“early setup”), thus allowing the PI to start work and spending on the project and reducing or eliminating the need for cost transfers at a later date.

A-2. Advance Ffunding. ~~Frequently, for~~ For an existing project, the PI may be informed that the sponsor intends to issue an amendment to add time, funding, or both, but the amendment has not yet been received and/or fully executed (see BC-2). The unit/college may request that OSP allow expenditures beyond the current allocation or end-date of the grant sponsored project account, ~~until prior to~~ until prior to an amendment is being received (“advance funding”). ~~thus~~ This eliminating-reduces or eliminates the need for cost transfers at a later date and allowing the PI to continue working on the project without interruption.

B. Scope. This policy applies to all sponsored projects. However, for the purposes of this policy, contracts and other types of non-assistance agreements are not eligible for an early setup, unless an exception is given by the authorized official of the University or his/her the official's delegated designee of the University.

CB. Definitions:

CB-1. Award Document-document or Notice-notice of Awardaward: Any of the various funding vehicles used by external sponsors to indicate that the sponsor is making a commitment to fund a proposal. These may take the form of:

- a) a grant notice or subaward, which may or may not require signature by the University;
- b) a contract, sub-contract or agreement (including a cooperative agreement), requiring execution by the University and the sponsor;

c) an award letter or email, which may or may not include a check payment in advance; or

d) a federal non-assistance contract or subcontract.

~~For the purposes of this policy, contracts and other types of non-assistance agreements are not eligible for an early setup, unless an exception is given by the authorized official of the University.~~

CB-2. Fully ~~E~~xecuted award or amendment: An agreement or amendment which has all of the required authorized signatures for both the University and the sponsor. For the sponsor, the authorized signatory is typically the granting or contracting officer; for the University, the authorized signatory is the Director of the Office of Sponsored Programs or ~~authorized~~ designee.

~~G.~~ **D. Policy**

DC-1. Early ~~Setup~~ setup. Early setups are generally established for not more than 90 days from the request date and for ~~not more than~~ 25% of the expected first year's funding amount.

a) Early set ups may not be used ~~F~~for awards where the terms and conditions indicate that the start date is the date of last signature.
~~early setups may not be used.~~

b) For direct federally ~~—~~ funded grants and cooperative agreements, the Vice President for Research and Economic Development (VPRED),⁷ or designee,⁷ may provide the funding guarantee on the early setup limited to 90 ~~—~~days from the request date and 25% of the first increment unless express permission is given for additional time or amounts.

cb) For non-direct federally funded (flow-through) grants (~~flow-through~~) or cooperative agreements (and at the discretion of the Director of OSP,⁷ or designee), the unit/college must provide the funding guarantee on the early setup.

de) For all ~~other non-federal/federal flow-through~~ sponsored program ~~contracts~~ awards, including industry sponsored contracts, OSP will perform a risk evaluation to determine whether if an early setup is

~~reasonable~~permissible. Upon OSP approval, the unit/college must provide the funding guarantee for the early setup.

ed) Situations that arise outside of these parameters will be evaluated and a determination made on a case-by-case basis by the Director of the OSP, or designee.

fe) If the project is subject to any additional compliance obligations, including but not limited to those subject to oversight by the IACUC (see APM 45.01), IBC (see APM 35.11, APM 45.20, and 45.23), IRB (FSH 5200), or Radiation Safety Committee (FSH 1640.71), or to those imposed by financial conflict of interest policies (FSH 5600 and 5650), all associated-then applicable requirements must be completed and approved via the appropriate authority before project work can begin and ~~before~~ an early setup ~~will be~~ established.

DE-2. Advance funding. Advance funding is generally authorized for not more than 90 days from the request date or project end -date and for not more than ~~twenty-five percent (25%)~~ of the expected additional funding amount. For direct federally--funded grant projects, the Vice President for Research and Economic Development will provide the advance funding guarantee, as long as the unit/college provides certification~~certification~~, using the template made available by the Office of Sponsored Programs that confirmings that the PI is compliant with all deliverables and protocols per Section ED-2.

To initiate advance funding approval, see ED-2 below.

a) By submitting an advance funding request, the unit/college is requesting that OSP allow expenditures beyond the current allocation or end-date of the grant account for federal or state awards (but not contracts), only when the agency has indicated in writing to the University that it intends to issue an amendment for the proposed addition of time, funding, or both. If an amendment is not received to continue the project, all expenditures will be transferred to the unit/college guarantee source and the project account will be closed.

b) Situations that arise outside of the parameters cited in this policy will be evaluated and a determination made on a case-by-case basis by the Director of ~~the~~ OSP or designee.

c) If the project is subject to any additional compliance obligations, such as those subject to oversight by the IACUC (see APM 45.01), IBC (see APM 35.11, APM 45.20, and 45.23), IRB (FSH 5200), Radiation

Safety Committee ([FSH 1640.71](#)), or those imposed by financial conflict of interest [policies](#) ([FSH 5600](#) and [5650](#)), and the amendment that gives rise to the advance funding request either extends, alters, or creates new compliance obligations that are then applicable, all such research compliance requirements must be met before any work with respect to such obligations may be undertaken.

d) If advance funding is not approved by the unit and OSP, the PI must cease all project-related work and spending until an amendment is received and executed.

DE. Process/Procedures.

DE-1. Early ~~Setup~~ ~~setup~~ ~~Request~~ ~~request~~. The PI (or unit/college) must submit an Early Setup Request Form to OSP for review and approval. This form is available [on the OSP website in the electronic research administration system \(VERASERA\)](#).

DE-2. Advance ~~Funding~~ ~~funding~~ ~~Request~~ ~~request~~. Written advance funding approval [confirming the following](#) is to be provided to OSP from the provost, dean, [or](#) institute director, or equivalent, or an approved designee, prior to [expenditures spending](#) in deficit or past the end-date of a continuation project, ~~confirming the following~~:

- a)** The project is in compliance with all project deliverables, including technical reports;
- b)** All project compliance protocols, if any, are up to date; and
- c)** The unit/college understands they will be responsible for incurred costs, should the amendment not be received and/or approved.

For sample unit/college certification and approval text, as well as additional details on advance funding (and how it differs from an early setup) please visit the [Sponsored Project Compliance section Departmental Grant Administrator \(DGA\) tab](#) of the OSP [Website website](#).

DE-3. Non-~~Receipt~~ ~~receipt~~ of ~~Aa~~award [or amendment](#) within **90 Days ~~days~~.** Barring extenuating circumstances and the approval of the Director of OSP or designee to do otherwise, if an official award document, notice of an award, or amendment is not received within 90 days of the early setup establishment or advance funding approval, all expenditures must be transferred by the unit/college to the previously identified guarantee source identified.

| **EF. Information.** Any questions regarding the early setup of a sponsored project or advance funding of an existing project should be addressed to the Office of Sponsored Programs Post Award Unit at 208-885-6651 or by emailing the [OSP Post Award team](#).



POLICY COVER SHEET

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<https://sitecore.uidaho.edu/governance/policy>.

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **05.03 Inland Marine**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator: Carry Salonen, Risk Management

Policy Sponsor, if different from Originator: Nancy Spink, Risk Management

Reviewed by General Counsel Yes No Name & Date: Kim Rytter, 6/15/23

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion. The University will discontinue participating in inland marine coverage as of 07/01/2023.
- 2. Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have? The high cost of production time by all our unit personnel and UI Risk to participate in the coverage far outweighed the benefit of having coverage. In the past six years, we had just two claims for a combined reimbursement of \$292.01.
- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
UI APM - 05.02 Property Coverage.
SBOE V.I. Real and Personal Property and Services 4.b. Inland Marine is optional coverage through State Risk.
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
July 1, 2023

05.03 — Inland Marine Insurance Coverage

Last updated December 19, 2008

CONTENTS

- A. Policy
- B. Process/Procedure
- C. Contact Information
- D. Forms

A. Policy. Inland Marine coverage is for items that are valued under \$2,000, are owned by the University or are contractually obligated to be insured by the University, and may be subject to theft, or physical damage. Inland Marine coverage is not automatic coverage. Departments must report annually all items to be covered. If a new item is purchased or an addition is needed during the year, a department may request an addition to its covered items. The cost for coverage to the department is \$.035 per \$100 of the value of each item. Premiums are billed annually and are not prorated based on the length of time an item is covered. Items that have a locking mechanism to prevent theft can be covered by request at no charge to the department. In the event of a loss, the department must work with the university Department of Risk Management (Risk) to make a claim to the State of Idaho Insurance Fund. When a loss occurs, there is a \$50 deductible that the department must pay. *[ed. 12-13]*

A-1. Coverage Exclusions. Inland Marine insures against risk of physical loss or damage, except as provided by policy exclusions, which include, but are not limited to, the following:

- i) Loss or damage to student or employee personal property unless:
 - a) the loss is due to clear negligence of the University, or
 - b) in the case of employee property, the employee has been requested in writing by an authorized representative of the University to bring personal property to the workplace for employment purposes and a copy of that written request is forwarded to Risk prior to any loss;
- ii) Inventory shortage or unexplained disappearances;
- iii) Theft of University property by an employee;
- iv) Ordinary wear and tear, inherent vice, moths, termites, or vermin;
- v) Mechanical breakdown;
- vi) Nuclear reaction;
- vii) War;
- viii) Real property or buildings;
- ix) Autos;
- x) Vehicles licensed for the road; and
- xi) Consumable supplies.

B. Process/Procedure:

B-1. Annual Renewal. Departments are responsible for maintaining their Inland Marine Insurance schedule. Departments must submit an updated schedule of items to be covered to Risk once a year (usually in the spring). Risk will collect from each department an electronic schedule of items to cover. Risk will compile all data and will send the necessary information to the State of Idaho Department of Administration Division of Insurance and Internal Support Risk Management Program. The State of Idaho will bind coverage with an insurance company. Items can be added for coverage at any time during the fiscal year. For specific instructions on procedure see D below.

~~B-2. **Adding Items to Coverage during the fiscal year.** Items may be added at any time during the year. The coverage of the item will begin on the date the request is sent to the State of Idaho Risk office and, unless deleted prior, will continue until the end of the fiscal year, June 30. Inland Marine Insurance premiums for the fiscal year are not pro-rated, so regardless of when you add an item during the year you will pay for a full year's coverage of that item. For specific instructions on procedure see D below.~~

~~B-3. **Deleting Items from Coverage during the fiscal year.** Items may be deleted at any time during the year. The coverage of the item will end on the date requested. Inland Marine Insurance premiums for the fiscal year are not pro-rated. For specific instructions on procedure see D below.~~


~~B-4. **Claims.** The department can file a claim to receive funds to cover the cost of the replacement or damage of an Inland Marine insured item. For specific instructions on procedure see D below.~~

~~C. **Contact Information.** Any problems or questions concerning the requirements for increasing insurance coverage with Inland Marine Insurance or maintaining inventory schedules, please call Risk at (208) 885-7177, risk@uidaho.edu or by fax at (208) 885-9490.~~

~~D. **Forms and Examples.** To request forms for use, e-mail risk@uidaho.edu. For instructions and examples of completed forms, visit www.uidaho.edu/risk/insurance/inlandmarine and search worksheets by category.~~



OFFICE OF THE PRESIDENT
875 Perimeter Drive MS 3151
Moscow ID 83844-3151
208-885-6365
president@uidaho.edu
uidaho.edu/president

DATE: June 28, 2023
TO: Diane Whitney, Director of University Policy
Francesca Sammarucca, Faculty Secretary
FROM: C. Scott Green, President 
SUBJECT: Administrative Procedures Manual

In response to the approval consideration request of June 27, 2023, and pursuant to FSH 1460, I hereby approve the following items:

Administrative Procedures Manual

- APM 05.03 Inland Marine Insurance Coverage
- APM 45.05 Early Setup and Advance Funding of Sponsored Project Budgets

Proposal for Ad-Hoc Faculty Committee on Initial Curriculum for the Undergraduate Academic Certificate in Sustainability

The committee shall be comprised of faculty representatives from each college and additional faculty as needed to provide balanced representation of expertise from each area of sustainability (ecological, social, and economic). Initial appointments to the committee shall be the faculty members who have been serving on the ad-hoc steering committee put together in April 2023 by recommendation of the deans in each college. The steering committee elected Erin James as the Chair and we propose that Prof. James serve as Chair of the ad-hoc Curriculum Committee.

The university Sustainability Director and Vice Provost for Academic Initiatives will serve as *ex officio*, non-voting committee members.

The primary tasks of the ad-hoc committee are as follows:

- Review course proposals solicited from every college for inclusion in the certificate, relative to the criteria used for the solicitation, which are based on national best practices
- Perform a final review of the proposed certificate structure and contents based on the approved courses and vote on committee-wide approval of an initial curriculum for the Sustainability Certificate
- Act as the “relevant unit” for placing the faculty-approved proposal for the new program in CIM, with the next level of approval at the Provost Office/UCC.
- Be available to answer any questions or concerns about the curriculum that may come up at UCC or Faculty Senate and to make any changes requested by UCC or Senate as the proposal moves through the approval process

Additionally, when the Sustainability Certificate is fully approved as a new program, the ad-hoc committee will propose that the Faculty Senate establish a standing committee to continue to maintain the curriculum for the certificate in a manner similar to the development of the initial curriculum. Maintenance of the curriculum by the standing committee will include annual solicitation and review of courses to be included in the certificate and review of existing courses based on syllabi and assessment materials. The standing faculty committee will also evaluate sub-waiver requests, weigh in on student petitions that may occur, and provide mentoring for students on curriculum content upon request. The standing committee will provide direction to a team of cross-trained Provost’s Office staff who will handle routine student requests related to the certificate. In the first year of its existence, the standing committee will write and approve bylaws that define eligibility for a broader group of Program Faculty who participate in the program and are eligible to vote on future curriculum changes, similar to the bylaws established for other interdisciplinary programs such as Environmental Science and Water Resources.

The standing curriculum committee will also oversee the assessment of the certificate. The assessment will be designed by the Sustainability Director, in cooperation with the Director of General Education and Assessment (DGEA) and the Associate Director of Assessment and Accreditation. The Sustainability Director will implement the assessment and report findings and recommendations to the committee, which will approve, add to, or revise the recommendations and ensure that findings are used to improve the curriculum.

GENERAL

Sustainability Certificate Courses

Steering Committee Proposal Criteria & Suggestions

The University of Idaho Faculty is invited to submit proposals for courses for the university's sustainability certificate.

General sustainability certificate courses should be focused on ecological, social, and/or economic sustainability topics.

Learning Objectives for General Sustainability Certificate Courses:

1. Students will be able to define sustainability and identify major local, national, and global sustainability challenges.
2. Students will be able to explain how natural, economic, and/or social systems create or prevent sustainability.
3. Students will be able to reflect critically on the global implications of their personal and professional actions on sustainability.

Notes on General Sustainability Certificate Courses:

- These courses should be introductory or mid-level within a discipline and may address ecological, economic, or social sustainability topics with some degree of specificity. To be included, courses must include at least 50% content pertaining to sustainability topics as defined by [this document](#).
- Courses centered on **ecological sustainability** focus on protecting and restoring the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life.
- Courses centered on **economic sustainability** focus on long-term economic prosperity without negative impacts on the environment, society, or culture. They examine patterns of production and consumption that safeguard Earth's regenerative capacities.
- Courses centered on **social sustainability** focus on the interactions between society and nature.
- Courses may be assigned to more than one category (ecological, economic, and/or social sustainability).
- For examples of topics related to ecological, economic, or social sustainability, please [click here](#).
- Preferably, the course will have no or few prerequisites.

GENERAL

Sustainability Certificate Course Proposal Form

Name and title of instructor:

Course number and title:

College:

Department:

Course prerequisites:

Is the course focused on:

- Ecological sustainability?
- Economic sustainability?
- Social sustainability?

Course Frequency: Please describe how often you anticipate offering the course (every semester, every year, every two years, etc.). If applicable, please indicate whether the course will be offered in spring or fall semesters.

Course Outline and Description: Briefly describe the course and its goals. Please discuss how the course emphasizes and measures the learning objectives (see previous page).

- I understand that including my class in the sustainability certificate requires me to administer a pre-formed sustainability literacy survey to my students at the end of the course for certificate assessment purposes. The survey will be provided to me in advance and can be uploaded to Canvas. It will take no longer than 30 minutes for students to complete.

Instructor: _____

Signature, date

Department Chair: _____

Signature, date

Please include the course syllabus in the course proposal and send it along with this form to uofi-sustainabilitycertificate@uidaho.edu

FOR COMMITTEE USE:

Approved:

Date of Approval:

Committee Feedback:

Sustainability Undergraduate Certificate

Select one Integrative Core course from the following:

- FSP 201: Forest and Sustainable Products for a Green Planet*
- GEOG 435: Climate Change Mitigation*
- MHR 315: Corporate Social Responsibility and Sustainability*
- PSYC 319: Environmental Psychology*
- SOIL 436: Principles of Sustainability*

Select one Ecological Sustainability course from the following:

- BIOL 102: Biology and Society (+ BIO 102 Lab)*
- BIOL 404: Dimensions of Biodiversity*# (no syllabus yet)
- EPPN 100: Human, Plant, Animal, and Insect Epidemics: Drivers of Society^ (no syllabus yet)
- FOR 460: Mountain Ecology*
- GEOL 309: Ground Water Hydrology
- GEOG 313: Global Climate Change*
- GEOG 430: Climate Change Ecology
- GEOL 474: Stable Isotopes in the Environment
- REM 440: Restoration Ecology
- SOIL 448: Drinking Water and Human Health

Select one Economic Sustainability course from the following:

- AGEC 451: Applied Environment and Natural Resource Economics
- AGEC 452: Water Economics and Policy Analysis
- ARCH 463: Environmental Control Systems*
- ECON 447: International Development Economics
- ENVS 423: Planning Sustainable Places* (no syllabus yet)
- FIN 435: Sustainable Finance and Investments
- IAD 368: Materials for Health and Sustainability*^
- INDT 419: Industrial Sustainability Analysis*
- LAW XXX: Agriculture and the Environment*^
- ME436: Sustainable Energy Sources and Systems
- SOIL 444: Water Quality in the Pacific Northwest

Select one Social Sustainability course from the following:

- ENGL 316: Environmental Writing
- ENGL 322: Climate Change Fiction
- HIST 424: American Environmental History*
- IAD 151: Introduction to Interior Architecture and Design*
- IAD 443: Universal Design
- LAW 4XX: Foundations of Natural Resource Law*^
- RSTM 380: Principles of Travel and Tourism*
- SOC 340: Environmental Sociology and Globalization*
- SOC 344: Understanding Communities^
- SOC 465: Environmental Justice*
- SOC 466: Climate Change and Society*

Total Credit Hours: 12

*Course has no prerequisites

^New course to be offered in Fall 2024; one-credit class

Petitioning for permanent course number

Sustainability Certificate Working Group Membership

Voting Members:

CLASS

Erin James (Chair)

Jenn Ladino

CNR

Mark Coleman

CoS

Karen Humes

CEHHS

David Paul

CBE

Yun Chung

Engineering

Erik Coats

CAA

John Anderson

Stacy Isenbarger

CALS

Alex Maas

Ex Officio, Non-Voting Members

Sarah Dawson, University Sustainability Director

Gwen Gorzelsky, Vice Provost for Academic Initiatives

INTEGRATIVE CORE

Sustainability Certificate Courses

Steering Committee Proposal Criteria & Suggestions

The University of Idaho Faculty is invited to submit proposals for integrative core courses for the university's sustainability certificate.

Notes on Integrative Core Sustainability Certificate Courses:

- Integrative Core courses have a primary and explicit focus on sustainability. Thematic courses may qualify as integrative core if social, environmental, and economic dimensions are addressed with sufficient balance and depth to confer integrative core knowledge that is transferable to other themes or issues.
- The course should be aimed at a general population (i.e., not exclusively for majors within a specific discipline) and should address issues broadly.
- Preferably, the course will have no prerequisites.

INTEGRATIVE CORE

Sustainability Certificate Course Proposal Form

Name and title of instructor:

Course number and title:

College:

Department:

Course prerequisites:

Course Frequency: Please describe how often you anticipate offering the course (every semester, every year, every two years, etc.). If applicable, please indicate whether the course will be offered in spring or fall semesters.

Course Outline and Description: Briefly describe the course and its goals.

- I understand that including my class in the sustainability certificate requires me to administer a pre-formed sustainability literacy survey to my students at the end of the course for certificate assessment purposes. The survey will be provided to me in advance and can be uploaded to Canvas. It will take no longer than 30 minutes for students to complete.

Instructor: _____

Signature, date

Department Chair: _____

Signature, date

Please include the course syllabus in the course proposal and send it along with this form to uofi-sustainabilitycertificate@uidaho.edu

FOR COMMITTEE USE:

Approved:

Date of Approval:

Committee Feedback:

To: Faculty Senate of the University of Idaho
From: Scott Green, President
Subject: APM 30.16
Date: July 13, 2023



OFFICE OF THE PRESIDENT
875 Perimeter Drive MS 3151
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208-885-6365
president@uidaho.edu
uidaho.edu/president

Executive Summary

On April 11, 2023, the Faculty Senate of the University of Idaho voted (57% for, 43% against) to request that I suspend APM 30.16 and revert to previous policy until a resolution could be found with faculty input.

The memo received stated: The Senate requests that the prior version of APM 30.16 be reinstated until such time as the Office of Information Technology (OIT) can come to a mutually-satisfactory agreement with the Faculty Senate that better aligns our scholarly and creative needs with those of an aspiring Carnegie R1 institution.

I have discussed concerns with the APM 30.16 Faculty Working Group Leadership, discussed with OIT Leadership, reviewed data and evaluated policies at other institutions. I have concluded that while the execution of the policy was problematic due to supply chain and implementation inefficiencies, and the concerns raised by employees were indeed valid, the timeline and facts indicate that there was faculty input solicited, some of the recommendations of the Faculty Working Group were adopted, supply chain issues have greatly improved, processing and delivery times have improved, the policy actually helps with our R1 initiative rather than hinders it, and the current policy is similar to those at our peer and sister institutions. Therefore, I find no need to roll-back the policy at this time.

Timeline

As early as October 2021, OIT had presented to Faculty Senate that a policy was being developed that included centralized procurement. In fairness, concerns were expressed, but the policy was still under development. In November 2021, OIT notified Faculty Senate leadership in an email that a revised policy that included central procurement was under development. In June 2022 the policy draft was sent to Faculty Senate and Staff Council Leadership for review. There were no comments received and the policy was approved on July 22, 2022.

There were a number of meetings throughout 2022 and into 2023 with faculty senate representatives and the APM 30.16 Faculty Working Group. A revised policy was shared with the Faculty Senate IT Committee on March 29, 2023. No objections were noted nor were there further questions. The revised policy then went into effect.

On April 11, 2023, after debate, a motion was passed (57% for, 43% against) by Faculty Senate asking for the policy to be rolled back. On April 19, 2023, a memo formally requesting the policy be rolled back was received.

Policy effectiveness

APM 30.16 was written foremost with security and technology compliance in mind (DoD, DoE, NSF among others), with efficiency and total cost of ownership being secondary but important components. The policy is not unlike those at other R1 institutions and our sister institutions. The policy as currently constructed meets all government compliance requirements.

Review of key metrics indicates that the policy is meeting its objectives. Approximately 92% of computer orders are typical configuration or modified typical configuration. Only 8% of orders request exception to the typical configuration, and of those, only 1% (7 orders university wide) were denied and only because the specs requested could be met by the typical configuration.

The savings from going to centralized procurement of computers is approximately \$213,000 on an annual basis, monies that were used to put in the new research compliance system that enables us to certify federal agency awards.

Timeliness has also improved. In October 2022, it took 33 working days on average to fulfill an order, primarily due to supply chain issues. That is clearly an unacceptable number as it represents an average and many orders took much longer. It now takes 8 working days on average and continues to improve. There are outliers for special orders that are problematic and understandably create frustration with users. A review of 5 requests open the longest range from 97 to 147 days. Again, these are specialized situations, typically involving complex designs and the purchase of multiple items to outfit classrooms, conferences rooms or labs.

Conclusion

There is little doubt that supply chain issues and implementation inefficiencies hurt service delivery when the policy was implemented. The frustration felt by our employees was valid. Since that time, OIT has made significant progress clearing supply chain bottlenecks and doing a better job of efficiently processing and fulfilling orders. 92% of all computer orders utilize the typical configuration. The policy is compliant with federal requirements, and the savings from the centralized procurement program paid for a key research compliance system that has improved our ability to compete for grants. While there is not full agreement, OIT did solicit feedback and the policy contains elements from the APM 30.16 Faculty Working Group. Furthermore, the policy is not unlike that at other institutions. For all of these reasons, I do not see a need to roll back the policy.

I do value the leadership of our Faculty Senate and its important role in shared governance. The concerns that lead to this request were valid. I thank the Faculty Senate for working with OIT to better the original policy and to raise these employee frustrations to our attention. While this decision is not the outcome some were looking for, it has caused us to take yet another look at our operations and work to continually improve them. Behind much of our success, is the hard collaborative work on policy issues such as this. Again, I am grateful for the time and effort contributed to this policy and related processes.

2023 – 2024 Faculty Senate – Pending Approval
Meeting # 4

Approved at Mtg. #5
September 19, 2023

Tuesday, September 12, 2023, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Miller, McKenna, Mischel, Mittelstaedt, Murphy, Raney, Ramirez, Rinker, Roberson, Rode, Sammaruca (w/o vote), Schiele, Schwarzlaender, Shook, Tibbals, Strickland

Absent: Miller, Reynolds, Walsh

Guests/speakers: Ken Udas

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #3, September 5, 2023, were approved as distributed.

Consent Agenda:

- Approval of University Committee Appointments
There were no requests to pull items out for discussion and vote. The consent agenda was approved by unanimous consent.

Chair's Report:

- We have several presentations today. One of them is by Torrey Lawrence about the status of higher education. The other one is by Ken Udas about digital initiatives at U of I. The goal is to share more information and details about where we are and to help us think about next steps.
- We will break down the complex landscape of the University of Phoenix transaction into several categories starting with a focus on academic issues. We plan to focus on financial elements, public relations aspects, and other topics later in the fall. Other issues are equally important, but the best approach when facing a complex and novel situation is to break it into smaller issues.
- We have invited John Woods - Provost and Chief Academic Officer for University of Phoenix - to the Senate meeting next week, September 19.
- I think it is important that all opinions are represented, so please send your academics-focused questions by Friday. We want to give John Woods the opportunity to prepare his presentation and address your questions. We will schedule more presentations as we move to other topics.

Provost's Report:

- This week, no new questions about the University of Phoenix were received.
- September is Katy Benoit Safety Awareness Month. Please make a note of the following events:
 - Wednesday, September 13, 7 – 9pm: "Take Back the Night" march.
<https://www.uidaho.edu/diversity/edu/womens-center/events/take-back-the-night>
 - Tuesday, September 19, at 7pm, in the International Ballroom: Katy Benoit Campus Safety Forum Keynote Address.

Status of Higher Education – Torrey Lawrence, Provost and Executive Vice President

Many factors are contributing to changes in Higher Education, such as: decrease in state funding; increase in cost; widely available choices between education and job preparation/training; the typical age of a student entering college is no longer between 18 and 22 years. We need to be fully aware of these changes and trends because they are impacting us.

The slides are a sub-selection from a presentation given at the ACE conference. The Provost shared data covering 50 years of Carnegie classification, starting from 1973, and 150 years of US high school (HS) graduation data. Following the 2008-09 recession, the birth rate dropped sharply. We are looking at 15 years of no growth as the number of 2030 HS graduates returns to 2015 levels.

The Provost displayed 150 years of enrollment data by gender. At the U of I, 53% of the students are female, which is within the national trends. At the U. of Phoenix, 70% are female. Private for-profit institutions make up about 5% of enrollments.

Schools are changing the way they teach, offering online, hybrid or on-campus classes, and projections indicate that online education will continue to grow. Naturally, this is driving the massive growth of online universities.

Another factor contributing to changes in Higher Ed is the increase in alternative credentials, of which a large spectrum is now available in many schools. 100M learners spend more than \$10B each year on micro and alternative credentials. U of I offers some, but they are not a major component.

Google Career Certificates: 6.3M learners have participated. Data covering 150 years of Higher Ed conferrals shows a rise in non-degree credentials. This area is a growth opportunity for us.

Discussion:

A Senator argued that, if we decided to make changes based on these data, we may miss the broader picture and take the wrong path. Provost Lawrence agreed that the facts presented above are not meant to be driving all decisions. But we need to be informed and aware of the landscape, so that we may join some of those efforts if we believe they are beneficial to us. Understanding this landscape will help us understand future opportunities better.

Vice Chair Haltinner commented on the importance to push back against anti-higher education political messages that may discourage college enrollment.

Sustainability Certificate

- Chair Gauthier gave a summary of the issue. The motion to be voted on was placed in the chat and read aloud by the Secretary: *“Move to appoint the existing interdisciplinary faculty-led committee as an ad-hoc program committee to serve as the ‘relevant unit and college’ authorized to submit curricular proposals per FSH 4120-E. This committee shall be empowered to propose the UG Academic Certificate in Sustainability to the University Curriculum Committee as a University-Wide Program, and to set its initial curriculum.”*

Moved to approve (Mittelstaedt, Long).

Vote: 21/23 yes; 2/23 no. Motion passes.

Task Force Proposal from Senate priorities as Emerged from the Senate Retreat

- Vice Chair Haltinner reviewed the process that was agreed upon at the retreat. At the retreat, senators brainstormed on potential priorities for the year, resulting in a list of about 80 items. Additional feedback and votes were collected by email. Based on that, the list was narrowed down to about 8 – 9 priorities, to be assigned to nine standing committees and four senate task forces. At this meeting, we’ll finalize senate task forces and their charges.
 - Employee Retention Task Force (Priorities: Campus Climate Survey; Retaining employees; Salary raises; Well-Being). Charge: to conduct a campus climate survey to

- assess employees' needs; Based on that survey, work with FSL, FAC, and FSPG to propose policy changes, with special attention to salary raises and employee welfare.
- Employee Benefits Task Force (Priority: Improvement of Dependent Tuition Waiver). Charge: Assess peer institutional practices; assess U of I specific contexts, needs, constraints; work with the Finance Office to meet needs in light of constraints. Currently, only one dependent at a time can receive the tuition waiver benefit. Staff Council is also very interested in working with Senate towards an extension of the benefit.
 - Boundary of APM/FSH Task Force (Priority: Faculty involvement in policy and procedures involving employees). Charge: work to improve current practices; work with the Provost Office and other entities on ways to include employees in future decisions that concern them.
 - University of Phoenix. Charges still to be determined.

Discussion:

Provost Lawrence noted that the results of the “Great Colleges to Work for” survey should come out very soon. It’s something to be aware of, to avoid potential overlap. Vice Chair Haltinner recalled that the idea was to ask questions that weren’t covered in the “Great Colleges to Work for” survey, and also to cover more university-specific aspects. With regard to the “salary raises” priority, the Provost noted that we have the Staff Compensation Committee (SCC). Some may remember that SCC came to Senate last year to present their proposal for CEC.

A Senator thought that the “APM/FSH Boundary” task force should have a clearly defined and pointed charge. Several Senators agreed that the scope should be broader than looking into specific policies: people are interested in whether the decision-making process about APM items is working. The broader charge should be to come up with a mechanism through which one can identify proposed APM policies that impact teaching or research and, thus, faculty in the execution of their responsibilities, and whether parts of those policies may be best housed in FSH. How are APM items modified? Is the process consistent with the Constitution of the University Faculty?

There was a general consensus that specific technology policies, such as APM 30.16, should be left to the Information Technology Committee.

- Moved to vote *yes* or *no* to the creation of each individual task force (Haltinner, Mittelsteadt).
 - Employee Retention Task Force
22/23 yes; 1/23 no. Motion passes.
 - Employee Benefits Task Force
22/23 yes; 1/23 no. Motion passes.
 - Boundary of APM/FSH Task Force
18/23 yes; 5/23 no. Motion passes.

Announcements and Communications:

- Digital Learning Initiatives at University of Idaho - Ken Udas, Vice Provost for Digital Learning
Vice Provost Udas emphasized that he is always open to questions and comments. He introduced Nicole Remi, Program Manager.

Today, he will provide an overview of digital learning initiatives (DLI) his office has worked on or is working on. Digital Learning (DL) was established about two years ago, following the recommendations from a White Paper put together by a DL working group.

Over the past couple of years, the office received several requests from various groups/units/deans interested in developing digital programs.

They do market research and gather information on, for instance, other schools who may have or are developing similar programs.

They provide support with use of technology in teaching and learning, and work on online infrastructural capacities.

For some programs, they can provide financial support in the form of seed funds. For instance, they helped fund a program in COS and one in CBE. It's a four-year commitment to provide seed funds for more systemic needs, such as faculty lines.

They provide support for individual classes, typically under the Gen Ed portfolio. They help the university comply with current state and federal regulations and stay in touch with state initiatives, such as Online Idaho. They deliver market research forecasting. They work with bodies that provide support in teaching and learning, such as CETL. Lately, they worked closely with Virtual Technology and Design (VTD), where they had the opportunity to work with Jean-Marc Gauthier. Jean-Marc and his team developed an educational support system for virtual labs.

Currently, they are working with six colleges on various ideas. Overall, they work across the university to help move things forward.

One of the larger efforts is CAPE (Continuing Adult Professional Education). They help streamline and simplify traditional processes to facilitate the engagement of non-traditional learners. They plan to provide a robust set of programs for adult learners by Spring 2024.

Discussion:

A Senator had a question about certificates. As certificates are becoming increasingly popular, should we expand them and/or introduce more of them? Also, if companies are interested in those certificates for prospective employees, what's the best way to bring together the industry and the university? Reply by Provost Lawrence: There are several different types of certificates that are allowed by the SBOE, many of which are 12-credit certificates (roughly 50% of a minor). Some institutions have introduced "stackable certificates," that can add up to a degree. This fall, CBE is offering an online BBA degree which is a combination of certificates. In this way, students have more customizable options to focus on particular areas and have the flexibility not to pursue a degree. This lets us build more flexible options using what we already have. As for the second part of the question: Some employers require traditional classes and credits (INL is an example of those). On the other side, programs like CAPE, just mentioned by Vice Provost Udas, offer training that doesn't result in academic credits or credentials, but fulfills the training requested by the company. We have a lot of options and opportunities.

- APM 30.16 update

Chair Gauthier pointed to the memo from President Green attached to the agenda.

Discussion:

Going back to the previous conversation about APM/FSH, a Senator reiterated that we should focus on a way to track processes and how well they are working. Now that some time has gone by since implementation of current APM 30.16, we should invite Dan Ewart to talk about how the policy is functioning across campus.

New Business:

Phones/Teams – Tim Murphy, College of Law

Senator Murphy reported concerns from his constituents about the phone/Teams changes. From a practical standpoint, a phone has a function. Giving out the department phone number is not a solution, because we don't have receptionists. But there are also concerns of a different nature. Being required to provide a business reason for keeping a phone is found to be inappropriate. It is a shared governance issue as well. Per FSH 1520, we should be able to have a discussion and a vote about our working conditions, including access to standard office equipment and a phone.

Adjournment:

The agenda being completed, Chair Gauthier adjourned the meeting at 5:00 pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting # 4

Tuesday, September 12, 2023 at 3:30 pm
Zoom Only

- I. Call to Order
 - II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #3 September 5, 2023 **Attach. #1**
 - III. Consent Agenda (Vote)
 - Approval of University Committee Appointments **Attach. #2**
 - IV. Chair's Report
 - V. Provost's Report
 - VI. Status of High Ed Presentation – Torrey Lawrence, Provost and Executive Vice President **Attach. #3**
 - VII. Sustainability Certificate (Vote):
 - Discussion **Attach. #4**
 - VIII. Task Force Discussion (Vote): – Kristin Haltinner, Vice Chair Faculty Senate
 - Employee Retention
 - Dependents Tuition Benefit
 - University of Phoenix
 - APM/Technology Access
 - IX. Other Policy Business
 - *APM 05.02 – Property Coverage **Attach. #5**
 - *APM 90.24 – Student Health Insurance Requirement **Attach. #6**
 - *APM 45.21 – Responsible Conduct of Research Training **Attach. #7**
 - *APM 50.03 – How to Prepare Electronic personnel Action Forms (EPAFs) **Attach. #8**
 - X. Other Announcements and Communications
 - Digital Learning Initiatives at University of Idaho - Ken Udas, Vice Provost for Digital Learning
 - APM 30.16 Update
 - XI. New Business
 - Phones/Teams – Tim Murphy, College of Law
 - XII. Adjournment
- Attachments:

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #3 (September 5, 2023)

- **Attach. #2** University Committee Appointments
- **Attach. #3** Status of Higher Ed Presentation
- **Attach. #4** Sustainability Certificate Presentation
- **Attach. #5** APM 05.02
- **Attach. #6** APM 90.24
- **Attach. #7** APM 45.21
- **Attach. #8** APM 50.03

*Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM is presented.

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 3

Tuesday, September 5, 2023, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Miller, McKenna, Mischel, Mittelstaedt, Murphy, Raney, Ramirez, Rinker, Roberson, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland
Absent: Tibbals (excused), Reynolds, Walsh

Guests/Speakers: Kristin Henrich, Cari Fealy, Karen Hume, Erin James

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2022-23 Meeting #28, April 25, 2023 were approved as distributed.

The minutes of the 2023-24 Meeting #1, April 25, 2023 were approved as distributed.

The minutes of the 2023-24 Meeting #2, May 2, 2023 were approved as distributed.

Consent Agenda:

- Sabbatical Leave Committee Recommendations
- Spring 2023 Candidates for Graduation

There were no requests to pull items out for discussion and vote. The consent agenda was approved by unanimous consent.

Chair's Report:

- Welcome to the Faculty Senate. I want to thank you in advance, Senators, for the time that you will spend here. I also want to thank many people involved with the committees and people from administration and leadership. The work done by Faculty Senate is important and I think that it has tremendous value for the University. The Faculty Senate can be sometimes very efficient and sometimes less efficient, but it has its own value. The multiplicity of senator voices is very unique, and the decisions generated by this process are diverse and enrich other leadership decisions. If some of the voices are missing, the shared governance process does not work the way it's intended to.
- These considerations are timely, as we are about to engage in a close relationship with a university where the academic culture is very different and shared governance is not practiced. Full time faculty make up 2% of the faculty, tenure and Faculty Senate do not exist. The collaboration with University of Phoenix is moving forward. As with any collaboration, there is a potential for imbalance, especially with differences in technology, efficiency, cost, and business model. Although we know that University of Idaho brings quality to this partnership, our efficiency and expedition of decision making need to be prioritized. At the Open Forum on August 14th, John Woods, chief academic officer of the University of Phoenix stated: "To operate separately except for the things that have a level of importance and prioritization." It is important that we invite Mr. Woods to a next session of Faculty Senate to better understand what are the expectations in this new situation. Timing is important if you look at the calendar. One of the deadlines is the November accreditation and the other one is at the end of the year. I think that it is important that Faculty Senate sends feedback to the accreditation body. We need

to know how and when to send our feedback to the accrediting body. There's a need to create pathways for this new partnership. The Faculty Senate should have a role to play creating academic pathways with University of Phoenix.

- In attachment #6, you will find the letter sent to all senators by 2022-23 Senate Chair and Vice Chair, Kelly Quinnett and Erin Chapman, to provide clarification about the NDA they signed in April 2023.
- Retreat Follow-up and Working Group Updates:
Senate Vice Chair Haltinner shared slides about Senate priorities compiled from the August 2023 Senate Retreat. She also showed a list of issues that should be referred to committees. The slides are attached to these minutes.

Discussion:

In reference to some of the proposed priorities for the full Senate to undertake, the Provost had some comments and suggestions: 1) Concerning budget transparency, soon there will be a website with all documents, data, communications, etc. about the budget model. 2) The Spread Pay Committee should be separate from the Benefits Committee. 3) President Green is working on multiple working groups for the University of Phoenix partnership.

Some senators asked whether Senate will be involved in the Working Groups. Provost Lawrence said that there will be calls for volunteers.

With regard to the "faculty technology choice" item, a senator wondered if there is any room for faculty choice, given the recent developments with APM 30.16. Chair Gauthier responded that the Technology Working Group will take a broader look – beyond hardware procurement.

A senator recommended to link senate priorities to faculty responsibilities as specified in FSH. This will ensure that our purview of those projects has a solid foundation in policy.

Vice Chair Haltinner moved to a list of issues to be referred to appropriate committees. For instance, the University Teaching Committees should look into limits on email set by OIT, which impact faculty who aren't using Canvas email. A senator noted that OIT can make "email groups" larger than the limits. Another senator added that Canvas is a way around the problem only if students opt in to receive email through Canvas. They will follow up on this issue.

Vice Chair Haltinner also called for a Faculty Senate Representative on the Campus Planning Advisory Committee and encouraged volunteers for the working groups that were just presented. The discussion on best strategies to focus our working groups on will continue.

Provost's Report:

- The shooting incident reported this morning through Vandal Alert is now resolved with the person being in custody.
- Enrollment: As of last Friday, the overall enrollment was up by 2.2% compared to the same day last year. This is the 10th day benchmark. After the 10th day, things can change, mostly because of dual enrollment, which goes by high schools' schedules.
 - This year, we welcomed the second largest first-year freshman class in UI history.
 - Hopefully, dual credit enrollment continues to be strong.
 - A couple of colleges have grown their enrollment.
 - It will take some time to find out how enrollment impacts the budget.

- Each week, the Provost will answer a couple of questions on the University of Phoenix acquisition. The Phoenix question page continues to be updated. No questions were submitted for the meeting today.
- Common Read: The choice for 2023-24 was “The Nature Fix: Why Nature Makes Us Happier, Healthier and More Creative,” by Florence Williams. The keynote for that is October 17 in the International Ballroom. Selecting the next common read is a year-long process. You can send suggestions for the 2024-25 Common Read to Dean Panttaja by September 30.
- COVID: There has been some increase in COVID cases lately. COVID rapid tests and K9 masks are available on campus, at the ISUB, the Pitman Center, or the REC information desk. We are working on offering COVID-19 boosters and flu vaccines.
- Childcare came up at the Senate retreat as an issue of concern. Childcare availability has decreased since the pandemic. Dean of Students Blaine Eckles is at the meeting today to address this issue and answer questions.

Dean Blaine Eckles:

The UI Children’s Center (UICC) is the only accredited one in Latah County. We are hoping to double its size, at the existing location, through a grant. We are meeting with the President tomorrow to discuss the proposal. To improve retention, we raised the salary for all childcare workers. If approved, this extension will not solve all short-term problems because it will take some time, but it’s a huge priority. President Green is aware of this need and is interested in this type of investment as long as it is financially solid. We don’t expect much push-back on this proposal. The center is currently at full capacity, with many waitlists for children of all ages. The main point is the grant, which would substantially offset some of the costs. We’ll be happy to report back with updates.

A senator inquired about childcare needs for students vs. employees. If students are prioritized, where does that leave employees? Dean Eckles replied that 62% of the parents using UICC are employees, 20% are members of the community, and 18% students. The majority of our students are between 18 and 22 years of age, and thus less likely to need childcare. Employees are not excluded. Also, when a child is in the program, we don’t pull them out to make space for someone else. Comment from the Secretary: perhaps 62% of UICC users are faculty and staff because students can’t afford the fees.

The senator also had a question about the possibility of after-school care for elementary school children. Dean Eckles responded that there is a Summer Vandals Camp for kids. He is currently exploring the possibility of creating a program available throughout the year, which could potentially address the senator’s question, and has asked the appropriate staff to come up with a white paper including a projection of needed resources. Dean Eckles is also talking with UICC about offering parents (after the extension of the center) the possibility of dropping off their children for a few hours on evenings or weekends. With the staffing problem, it will take some time.

Anything planned for the outside-of-Moscow centers? In Idaho Falls, there are mostly graduate students, many with families. The situation is challenging. Dean Eckles will discuss with his team to explore what options may be available and viable.

Chair Gauthier shared a suggestion from a constituent faculty: a larger room to accommodate their children while they work, in special situations such as when the child is sick or childcare is not available.

Committee Reports (vote):

- FSH 6580 Reproduction of Copyrighted Material – Kristin Henrich
The policy has been rewritten to remove redundant, outdated, and non-policy information. The Library maintains extensive copyright guidance on its website, where it can be updated as frequently as needed.
Moved to approve (Long, Kirchmeier).
Vote: 24/24 in favor. Motion passes.

Other Policy Business:

- FSH 2300 Student Code of Conduct – Cari Fealy, Associate Dean of Students.
This was a comprehensive review resulting in rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student Code of Conduct have been combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. This policy revision is accompanied by the proposed deletion of FSH 2400.
The policy was rewritten using language more accessible and understandable for students. The Code of Conduct and disciplinary processes were combined in a single policy for ease of use. Processes related to Title IX Sexual Harassment were removed to align with the recently revised FSH 6100. We added clarifying language around academic dishonesty resolution. Language was added aligning with case law to follow best practices in student conduct policies. A section on free speech was added. The new policy has been approved by President Green on an interim basis and will go through the regular approval process. In the meantime, the office of the Dean of Students is seeking Faculty Senate feedback.

Discussion:

Vice Chair Haltinner observed, under the list of possible outcomes, some that are punitive, and others that are restorative or educational. Any opportunity to add more restorative outcomes? Cari Fealy noted that restorative outcomes fall under the informal resolution process when both parties are amenable to it. In such cases, the term “outcome” is not used because it would imply responsibility. At times when we utilize a “restorative reflections” process, it becomes a broader, educational outcome.

A senator noted that using “ChatGPT” to create a response to take-home work does not appear under the cheating and plagiarism categories. Cari recalled many conversations, including with CETL, about this item. They found out that some faculty allow it, others don’t. Thus, these behaviors are best left to the syllabus. Hence, the language in the policy includes anything that’s prohibited by the instructor, see Section E-1.

There was an inquiry about F-1. Reporting alleged violations, and the timeline for reporting. Comparing to the previous version, the senator sees a potential problem with equity in the reporting of cheating. Cari responded that, previously, under the code violation “Academic Dishonesty,” faculty were required to report all cases of academic dishonesty. The new version is a code of conduct for students, and detailed reporting protocols do not belong in it. Perhaps at some point we may consider a separate FSH policy on reporting in general and how it should be done to ensure due process.

Announcements and Communications:

- Interdisciplinary Sustainability Certificate Discussion – Karen Hume, Erin James.

Erin James provided context on the proposal and a brief history. In Fall 2021, President Green commissioned a Sustainability Working Group to suggest both academic and non-academic sustainability priorities. In August 2022, Sarah Dawson was hired as UI Director of Sustainability. In Fall 2022, the WG's White Paper was published, containing the recommendation to develop an undergraduate certificate in sustainability. In November 2022, an initial interdisciplinary committee comprised of faculty identified by deans or departments from all colleges was convened. The initial draft of the curriculum certificate was ready in January 2023 and presented to UCC in February 2023. UCC provided feedback on both the academic content and faculty jurisdiction issues. From then to the present, the WG has worked on revising the academic content *per* UCC recommendations and addressing faculty governance issues. The WG is here today to seek official empowerment from Faculty Senate to propose and maintain the certificate's academic curriculum. Pursuant FSH 4120, the relevant unit or college must submit curricular proposals to UCC. But this is a university-wide program, not suitable to be housed in a single college.

A senator congratulated the WG for their excellent revision work. They mentioned FSH 1520 Article I Section 4 Clause D in support of Faculty Senate's jurisdiction over this committee, eventually to become a standing committee. The Secretary agreed and cited FSH 1520 Article IV Section 11.

A senator expressed concern that the administration of the certificate, especially academic petitions, will result into considerable extra work for the Registrar's office.

The Faculty Secretary's understanding is that trained staff will handle the administrative part of the program, in consultation with the instructors. With components in social science, economics, and environmental science, housing the certificate in a single college doesn't seem like the best path.

Other senators expressed support for a permanent committee to be in charge of this certificate. Additional vetting comes from accreditation requirements, namely from outside the university.

Erin reiterated the very tight timeline they are on in order to meet the deadline for placing the proposal in the CIM que.

Given that only 5 minutes are left, the discussion will continue next week followed by a vote.

Adjournment:

The agenda not being completed, Chair Gauthier asked for a motion to adjourn. So moved (Chapman, Long). Meeting adjourned at 5:00 pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

| Committee | Employee Type | Committee Designation | Last name | First Name | Term End | Email | Department/Unit | College |
|--|--|-------------------------|---------------|----------------|----------|--|---|-----------------------------|
| Academic Hearing Board | Faculty | | Hansen | Robert (Keith) | 2025-26 | rkhanzen@uidaho.edu | Counseling & Testing Center | Student Affairs |
| Academic Hearing Board | Faculty | | Engle-Newman | Christopher | 2025-26 | cnewman@uidaho.edu | Law | LAW |
| Academic Hearing Board | Faculty/Administrator | Administrator | Holyoke | Laura | 2024-25 | holyoke@uidaho.edu | Leadership and Counseling | EHHS |
| Academic Hearing Board | Faculty | Chair | Turpin | Zach | 2023-24 | zturpin@uidaho.edu | English | CLASS |
| Academic Hearing Board | Faculty | | Liang | Xi | 2025-26 | xliang@uidaho.edu | Plant Sciences | CALS |
| Academic Petitions Committee | Faculty/Associate Dean | Associate Dean | Nielsen | Mark | 2024-25 | markn@uidaho.edu | Associate Dean | COS |
| Academic Petitions Committee | Faculty/Alternate | Alternate | Attebury | Ramirose | 2024-25 | rattebur@uidaho.edu | Library | LIB |
| Academic Petitions Committee | Faculty | | Baggs | Belle | 2023-24 | belleb@uidaho.edu | Movement Sciences | CEHHS |
| Academic Petitions Committee | Registrar or Designee | w/o vote | Brown | Lindsey | N/A | lindseybrown@uidaho.edu | Registrar's Office | |
| Academic Petitions Committee | Faculty/CTC | Chair | Kitzrow | Martha | 2023-24 | mkitzrow@uidaho.edu | CTC | CTC |
| Academic Petitions Committee | Faculty/Alternate/Associate Dean | Alternate | | | | | | |
| Academic Petitions Committee | Faculty | | Abdel-Rahim | Ahmed | 2025-26 | ahmed@uidaho.edu | Civil & Environmental Engineering | COE |
| Academic Petitions Committee | Faculty/Alternate/Associate Dean | Alternate | | | | | | |
| Academic Petitions Committee | Faculty/Alternate | Alternate | | | | | | |
| Academic Petitions Committee | Faculty/Associate Dean | Associate Dean | Craig | Traci | 2024-25 | tcraig@uidaho.edu | Associate Dean | CLASS |
| Academic Petitions Committee | Faculty/Alternate/CTC | Alternate | | | | | | |
| Administrative Hearing Board | Faculty | Chair | Swenson | Matthew | 2023-24 | swenson@uidaho.edu | Mechanical Engr. | COE |
| Administrative Hearing Board | Registrar or Designee | Ex Officio | Hubbard | Dwaine | N/A | dhubbard@uidaho.edu | Registrar's Office | |
| Administrative Hearing Board | Student Accounts Manager or Designee | Ex Officio | Wambeke | Connie | N/A | cwambeke@uidaho.edu | Student Accounts | |
| Administrative Hearing Board | Faculty | | Bernards | Matthew | 2024-25 | mbernards@uidaho.edu | Chemical & Biological Engineering | COE |
| Administrative Hearing Board | Staff | | Harner | Arch | 2023-24 | aharner@uidaho.edu | Research Assurances | ORED |
| Administrative Hearing Board | Student | | Loffer | Peyton | 2023-24 | loff3470@vandals.uidaho.edu | ASUI | ASUI |
| Administrative Hearing Board | Faculty/Law | | Adams | Mark | 2024-25 | marka@uidaho.edu | Law | LAW |
| Administrative Hearing Board | Faculty | | Gordon | Stefan | 2025-26 | sgordon@uidaho.edu | Music | CLASS |
| Admissions Committee | Director Counseling & Testing Center or Designee | | | | N/A | | | |
| Admissions Committee | Director of Admissions or Designee | w/o vote | Goodwin | Melissa | N/A | mgoodwin@uidaho.edu | Admissions | SEM |
| Admissions Committee | Faculty | | Scheef | Andrew | 2025-26 | ascheef@uidaho.edu | Curriculum & Instruction | EHHS |
| Admissions Committee | Faculty | Chair | Baker-Eveleth | Lori | 2024-25 | levelth@uidaho.edu | Accounting & MIS | CBE |
| Admissions Committee | Faculty | | Hong | Zonglie | 2025-26 | zhong@uidaho.edu | Plant Sciences | CALS |
| Admissions Committee | Faculty | | Omodt | Kelly | 2025-26 | kellyomodt@uidaho.edu | Library | LIB |
| Admissions Committee | Faculty | | Manker | Gretchen | 2024-25 | gretchenm@uidaho.edu | Family and Consumer Sciences | CALS |
| Admissions Committee | Faculty/American Language & Culture Program (ALCP) | | Hussein | Ibtesam | 2025-26 | ihussein@uidaho.edu | Modern Languages and Cultures | Global Studies |
| Admissions Committee | Faculty/Alternate | Alternate Appt by Chair | | | | | | |
| Admissions Committee | Faculty/Alternate | Alternate Appt by Chair | | | | | | |
| Admissions Committee | Faculty/Alternate | Alternate Appt by Chair | | | | | | |
| Admissions Committee | Faculty/Alternate | Alternate Appt by Chair | | | | | | |
| Admissions Committee | Faculty/Alternate | Alternate Appt by Chair | | | | | | |
| Admissions Committee | Professional Advisor | w/o vote | | | N/A | | | |
| Admissions Committee | Student Support Services designee | w/o vote | Fausto | Mercedes | N/A | mercedesf@uidaho.edu | Academic Support Programs | |
| Admissions Committee | Student Support Programs (optional) | w/o vote | Mai | Nhu | N/A | nhumai@uidaho.edu | Associate Director of Clinical Services | Counseling & Testing Center |
| Admissions Committee | Office of Multicultural Affaris | w/o vote | Martinez | Jesse | 2024-25 | jessem@uidaho.edu | OMA | |
| Admissions Committee | Ubuntu Chair or Designee | | Hollingshead | Aleksandra | 2023-24 | ahollingshead@uidaho.edu | | |
| Americans with Disabilities Act Advisory Committee | Center for Disability Access and Resources or Designee | | Voss | Cory | N/A | voss@uidaho.edu | Director, CDAR | Student Affairs |
| Americans with Disabilities Act Advisory Committee | Director Counseling & Testing or Designee | | Mushlitz | Ally | N/A | amushlitz@uidaho.edu | Counseling & Testing Center | Student Affairs |
| Americans with Disabilities Act Advisory Committee | Director of the OCRI or Designee | | Lindquist | Art | N/A | alindquist@uidaho.edu | ORCI | |
| Americans with Disabilities Act Advisory Committee | Staff | | Feldman | Amber | 2024-25 | afeldman@uidaho.edu | ORCI | |
| Americans with Disabilities Act Advisory Committee | Faculty/Library | | Stone | Julia | 2024-25 | juliastone@uidaho.edu | Digital Scholarship Librarian | LIB |
| Americans with Disabilities Act Advisory Committee | OIT Director or Designee | | English | Tom | N/A | tome@uidaho.edu | ITS | |

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|--|--|-----------------------|------------------|------------|---------|--|------------------------------------|------------------------|
| Americans with Disabilities Act Advisory Committee | Faculty/Disability experience knowledge | Boise | Rumel | John | 2025-26 | jrumel@uidaho.edu | Law | LAW |
| Americans with Disabilities Act Advisory Committee | Student/Graduate | | | | | | | |
| Americans with Disabilities Act Advisory Committee | Faculty/Academic Administrator | | Eichner | Katrina | 2024-25 | katrinae@uidaho.edu | Culture, Society, and Justice | CLASS |
| Americans with Disabilities Act Advisory Committee | Director of Housing and Residence Life | Chair | Kerr | Julie | N/A | juliekerr@uidaho.edu | Assistant Director, Housing Operat | Housing and Residence |
| Americans with Disabilities Act Advisory Committee | Staff | | Bass | Kaity | 2024-25 | kaitlynb@uidaho.edu | Accountant | General Accounting |
| Americans with Disabilities Act Advisory Committee | Public Safety & Security or Designee | w/o vote | Lovell | Bruce | N/A | blovell@uidaho.edu | Emergency Management | |
| Americans with Disabilities Act Advisory Committee | Center on Disabilities and Human Development | w/o vote | Kramer | Krista | N/A | kkramer@uidaho.edu | Program Coordinator | Center on Disabilities |
| Americans with Disabilities Act Advisory Committee | Facilities Director or Designee | | Pankopf | Ray | N/A | rayp@uidaho.edu | Facilities | |
| Americans with Disabilities Act Advisory Committee | Parking & Transportation Services | w/o vote | Schwartz | Nik | N/A | nschwartz@uidaho.edu | Parking & Transportation | |
| Americans with Disabilities Act Advisory Committee | Executive Director for Human Resources or Designee | | Schumaker | Robin | N/A | rschumacker@uidaho.edu | HR | |
| Americans with Disabilities Act Advisory Committee | General Counsel Representative | w/o vote | Rytter | Kim | N/A | kimrytter@uidaho.edu | OGC | |
| Americans with Disabilities Act Advisory Committee | Student/Undergraduate | | Loffer | Peyton | 2023-24 | loff3470@vandals.uidaho.edu | ASUI | ASUI |
| Arts Committee | Faculty | | Nomee | Shaina | 2023-24 | snomee@uidaho.edu | Ag and Ext. Education | CALS |
| Arts Committee | Moscow Arts Commission Art Director or Designee | Ex Officio/Non-voting | Cherry | Megan | N/A | mcherry@ci.moscow.id.us | | |
| Arts Committee | Faculty | | Garrison | Leonard | 2025-26 | leonardg@uidaho.edu | Music | CLASS |
| Arts Committee | Administrator/Designated by the President | Ex Officio/Non-voting | Miller | Craig | N/A | craigmiller@uidaho.edu | Curriculum & Instruction | CEHHS |
| Arts Committee | Administrator/Designated by the President | Ex Officio/Non-voting | Galioto | Jeannie | N/A | jgalioto@uidaho.edu | Theatre Arts | CLASS |
| Arts Committee | Administraor in the Arts | Ex Officio/Non-voting | Corry | Shauna | N/A | scorry@uidaho.edu | Dean | CAA |
| Arts Committee | Staff | | Espinoza-Aguilar | Norma | 2025-26 | normaea@uidaho.edu | Housing & Residence Life | |
| Arts Committee | Faculty | | Smith | Rochelle | 2025-26 | rsmith@uidaho.edu | Library | LIB |
| Arts Committee | Student/ASUI Fine Arts Committee when possible | | Belliveau | Jaclyn | 2023-24 | bell3442@vandals.uidaho.edu | ASUI | ASUI |
| Arts Committee | Facilities Management | Ex Officio/Non-voting | Pankopf | Raymond M. | N/A | rayp@uidaho.edu | Facilities | |
| Arts Committee | Faculty | Chair | Klement | David | 2024-25 | dklement@uidaho.edu | Music | CLASS |
| Arts Committee | Faculty | | McCleary | Lauren | 2025-26 | laurenm@uidaho.edu | Art & Design | CAA |
| Arts Committee | Student | | Smith | Luella | 2023-24 | luel3528@vandals.uidaho.edu | ASUI | ASUI |
| Arts Committee | UI Foundation or Designee | Ex Officio/Non-voting | Linduist | Shawna | N/A | shawnal@uidaho.edu | Interim Executive Director | UI Foundation |
| Arts Committee | Library Special Collections | Ex Officio/Non-voting | Kersting-Lark | Dulce | N/A | dulce@uidaho.edu | Director | Collections |
| Borah Foundation Committee | Faculty | Former Chair | Gottwald | Dave | 2023-24 | dgottwald@uidaho.edu | Art & Design | CAA |
| Borah Foundation Committee | Associate Director of the Martin Institute | w/o vote | Afatchao | Kodjotse | N/A | afatchao@uidaho.edu | Martin Institute | CLASS |
| Borah Foundation Committee | Faculty | | Vierling | Lee | 2024-25 | leev@uidaho.edu | Natural Resources & Society | CNR |
| Borah Foundation Committee | Faculty | | Roberson | Dakota | 2023-24 | dakotar@uidaho.edu | Engineering | ENG |
| Borah Foundation Committee | Student | | Niemi | Olivia | 2023-24 | oniemi@uidaho.edu | ASUI | ASUI |
| Borah Foundation Committee | Student | | Sauste | Natalie | 2023-24 | suaste@uidaho.edu | ASUI | ASUI |
| Borah Foundation Committee | Faculty | | Conlon Khan | Lori | 2024-25 | lorick@uidaho.edu | Music | CLASS |
| Borah Foundation Committee | Student | | Khetan | Saloni | 2023-24 | salonik@uidaho.edu | ASUI | ASUI |
| Borah Foundation Committee | Faculty | | Prorak | Diane | 2023-24 | prorak@uidaho.edu | Library | LIB |
| Borah Foundation Committee | Staff | | | | | | | |
| Borah Foundation Committee | Staff | | Burns | Ariana | 2023-24 | arianab@uidaho.edu | Special Collections | LIB |
| Borah Foundation Committee | Student | | Weber | Ella | 2023-24 | eweber@uidaho.edu | ASUI | ASUI |
| Borah Foundation Committee | Faculty | | Roy | Alyson | 2023-24 | aroy@uidaho.edu | History | CLASS |
| Campus Planning Advisory Committee | Faculty | | Pyo | TH | 2024-25 | tpyo@uidaho.edu | Department of Business | CBE |
| Campus Planning Advisory Committee | Student | | | | | | | |
| Campus Planning Advisory Committee | Vice President for Information Technology (CIO) | | Ewart | Daniel | N/A | dewart@uidaho.edu | ITS | |
| Campus Planning Advisory Committee | Designee | | Salisbury | Kim | N/A | kims@uidaho.edu | Finance & Admin | |
| Campus Planning Advisory Committee | Assistant Vice President for Facilities | | Vineyard | Rusty | N/A | vineyard@uidaho.edu | Facilities | |
| Campus Planning Advisory Committee | Faculty Senate | | Schwarzlaender | Mark | 2024-25 | markschw@uidaho.edu | Entomology, Plant Pathology & Ne | CALS |
| Campus Planning Advisory Committee | Faculty Senate | | | | | | | |
| Campus Planning Advisory Committee | Faculty | | Perret | Robert | 2024-25 | rperret@uidaho.edu | Library | LIB |
| Campus Planning Advisory Committee | Faculty | | Fehrenkamp | Bethaney | 2025-26 | bethaney@uidaho.edu | WWAMI | WWAMI |

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|------------------------------------|------------------------------------|-----------------------|----------------|------------|---------|--|---------------------------------|-------|
| Campus Planning Advisory Committee | Coordinator for CDAR or designee | | Voss | Cory | N/A | voss@uidaho.edu | CDAR | |
| Campus Planning Advisory Committee | Staff | | Matson | Eric | 2024-25 | ecmatson@uidaho.edu | CDAR | |
| Campus Planning Advisory Committee | Faculty | | | | | | | |
| Commencement Committee | Faculty | | Kenyon | Jylisa | 2025-26 | jylisadoney@uidaho.edu | Program Director | LIB |
| Commencement Committee | Registrar | | Brown | Lindsey | N/A | lindseybrown@uidaho.edu | Registrar's Office | |
| Commencement Committee | Faculty | | Wilson | Miranda | 2025-26 | mirandaw@uidaho.edu | Music | CLASS |
| Commencement Committee | Faculty | | Park | Young | 2025-26 | youngpark@uidaho.edu | Business | CBE |
| Commencement Committee | Faculty | | Barannyk | Lyudmyla | 2024-25 | barannyk@uidaho.edu | Science | COS |
| Commencement Committee | Faculty | Chair | Smith | Bill | 2023-24 | bills@uidaho.edu | International Studies | CLASS |
| Commencement Committee | Honors Student | | | | | | | |
| Committee on Committees | Vice Chair/Fac Senate | Chair | Haltinner | Kristen | 2023-24 | khaltinner@uidaho.edu | Culture, Society and Justice | CLASS |
| Committee on Committees | Staff Council Elections Chair | | Jameson | Arllette | 2023-24 | ajameson@uidaho.edu | Human Resources | |
| Committee on Committees | Student/ASUI President or Designee | | McClain | Tanner | 2023-24 | tmccclain@uidaho.edu | ASUI Pres | |
| Committee on Committees | Faculty | | Noguera | Magdy | 2023-24 | mnoquera@uidaho.edu | Department of Business | CBE |
| Committee on Committees | Faculty | | Powell | Madison | 2023-24 | mpowell@uidaho.edu | | |
| Committee on Committees | Faculty | | Alessa | Lilian | 2024-25 | alessa@uidaho.edu | Landscape Architecture | CAA |
| Committee on Committees | Faculty | | Campbell | Sarah | 2024-25 | sarahcampbell@uidaho.edu | Theatre | CLASS |
| Committee on Committees | Faculty Secretary | w/o vote | Sammarruca | Francesca | N/A | fsammarr@uidaho.edu | Physics | COS |
| Committee on Committees | Faculty | | Blaine | Anna | 2024-25 | annablaine@uidaho.edu | Law | LAW |
| Committee on Committees | Faculty | | Lee | Katherine | 2025-26 | katherinelee@uidaho.edu | Ag Econ and Rural Sociology | CALS |
| Dismissal Hearings Committee | Faculty | | Schwarzlaender | Mark | 2023-24 | markschw@uidaho.edu | EPPN | CALS |
| Dismissal Hearings Committee | Faculty/Administrator/Alternate | | Barton | Ben | 2023-24 | barton@uidaho.edu | Psychology & Communication | CLASS |
| Dismissal Hearings Committee | Faculty | | Spear | Rhett | 2024-25 | rhetts@uidaho.edu | Plant Sciences | CALS |
| Dismissal Hearings Committee | Faculty/Alternate | | Grieb | Terrance | 2023-24 | tgrieb@uidaho.edu | College of Business and Finance | CLASS |
| Dismissal Hearings Committee | Faculty/Alternate | | Zhao | Meng | 2025-26 | mengz@uidaho.edu | Geograh | COS |
| Dismissal Hearings Committee | Faculty/Administrator/Alternate | | Hollingshead | Aleksandra | 2024-25 | ahollingshead@uidaho.edu | Curriculum and Instruction | EHHS |
| Dismissal Hearings Committee | Faculty/Alternate | | Robertson | Daniel | 2025-26 | danieljr@uidaho.edu | Mechanical Engineering | COE |
| Dismissal Hearings Committee | Faculty/Alternate | | Ay | Suat | 2025-26 | suatay@uidaho.edu | Engineering | COE |
| Dismissal Hearings Committee | Faculty/Administrator | | Strand | Eva | 2025-26 | evas@uidaho.edu | Associate Dean | CNR |
| Dismissal Hearings Committee | Faculty/Alternate | | Dublin | Merritt | 2024-25 | mdublin@uidaho.edu | Law | LAW |
| Dismissal Hearings Committee | Faculty | Chair | Raney | Taylor | 2023-24 | traney@uidaho.edu | Curriculum & Instruction | CEHHS |
| Dismissal Hearings Committee | Faculty | | Albertson | Doug | 2024-25 | dalbertson@uidaho.edu | Department of Business | CBE |
| Dismissal Hearings Committee | Faculty/Alternate | | Ball | Katherine | 2024-25 | ktball@uidaho.edu | Law | LAW |
| Dismissal Hearings Committee | Faculty/Alternate | | Warren | William | 2023-24 | williamw@uidaho.edu | County Ext. | CALS |
| Faculty Affairs Committee | Faculty | Chair | Smith | Alistair | 2023-24 | alistair@uidaho.edu | Earth and Spatial Scienvs | CNR |
| Faculty Affairs Committee | Faculty | | Adjesiwor | Albert | 2023-24 | aadjesiwor@uidaho.edu | Extension | CALS |
| Faculty Affairs Committee | Faculty | | Durgesh | Vihab | 2023-24 | vdurgesh@uidaho.edu | Mechanical | ENGR |
| Faculty Affairs Committee | Faculty | | Gessler | Paul | 2023-24 | paulg@uidaho.edu | Forest, Rangeland & Fire | CNR |
| Faculty Affairs Committee | Vice Provost for Faculty | Ex Officio/Non-voting | Kelly-Riley | Diane | N/A | dkr@uidaho.edu | Provost's Office | |
| Faculty Affairs Committee | Faculty | | Hormel | Leontina | 2025-26 | lhormel@uidaho.edu | Sociology & Anthropology | CLASS |
| Faculty Affairs Committee | Faculty/Department Chair | | | | | | | |
| Faculty Affairs Committee | Faculty | | Manrique Hoyos | Carolina | 2023-24 | cmanrique@uidaho.edu | Architecture | CAA |
| Faculty Affairs Committee | Faculty Secretary | Ex Officio/Non-voting | Sammarruca | Francesca | N/A | fsammarr@uidaho.edu | Physics | COS |
| Faculty Affairs Committee | Faculty | | Gunder | Jessica | 2024-25 | jgunder@uidaho.edu | Law | LAW |
| Faculty Affairs Committee | Faculty | | Blevins | Kathryn | 2024-25 | katieblevins@uidaho.edu | Journalism | CLASS |
| Faculty and Staff Policy Group | Staff | | Jones | Lisa | 2023-24 | lisajones@uidaho.edu | Plant Sciences | CALS |
| Faculty and Staff Policy Group | Faculty | | | | | | | |
| Faculty and Staff Policy Group | Staff | | Amos | Teresa | 2025-26 | tamos@uidaho.edu | OIT | |
| Faculty and Staff Policy Group | Faculty Secretary | Ex Officio | Sammarruca | Francesca | N/A | fsammarr@uidaho.edu | Physics | COS |

| | | | | | | | | |
|---|--|-----------------------|------------------|----------|---------|--|------------------------------------|---------------------|
| Faculty and Staff Policy Group | Faculty/Senate Member | | Raney | Taylor | 2024-25 | tcraney@uidaho.edu | Assoc. Dept. Chair | Instruction |
| Faculty and Staff Policy Group | Policy Coordinator or Designee | Ex Officio | Whitney | Diane | N/A | dwhitney@uidaho.edu | Provost's Office | |
| Faculty and Staff Policy Group | Faculty | Chair | Nelson | Sarah | 2024-25 | snelson@uidaho.edu | Modern Languages and Cultures | CLASS |
| Faculty and Staff Policy Group | Staff/Council Member | | Jameson | Arlette | 2024-25 | ajameson@uidaho.edu | Benefits Services | Human Resources |
| Faculty Appeals Hearing Board | Faculty | Chair | Kerr | Ashley | 2025-26 | akerr@uidaho.edu | Modern Languages and Cultures | CLASS |
| Faculty Appeals Hearing Board | Faculty | | | | | | | |
| Faculty Appeals Hearing Board | Faculty | | Skinner | Kate | 2025-26 | kates@uidaho.edu | Music | CLASS |
| Faculty Appeals Hearing Board | Faculty | | Maas | Alex | 2024-25 | alexmaas@uidaho.edu | Agricultural Economics & Rural Soc | CALS |
| Faculty Appeals Hearing Board | Faculty | Coeur d'Alene | Stauffer | Larry | 2025-26 | stauffer@uidaho.edu | Mechanical Engineering | COE |
| Faculty Appeals Hearing Board | Faculty/Alternate | | Overton | Michael | 2025-26 | moverton@uidaho.edu | Politics and Philosophy | CLASS |
| Faculty Appeals Hearing Board | Faculty/Alternate | | Dong | Hanwen | 2023-24 | hanwendong@uidaho.edu | Library | Library |
| Faculty Appeals Hearing Board | Faculty/Alternate | | Pimentel | David | 2025-26 | dpimentel@uidaho.edu | Law | LAW |
| Faculty Appeals Hearing Board | Faculty/Alternate | | Schab | Aaron | 2025-26 | aschab@uidaho.edu | English | CLASS |
| Faculty Appeals Hearing Board | Faculty/Off Campus/Alternate | Boise | Walsh | Olga | 2024-25 | owalsh@uidaho.edu | Plant Sciences | CALS |
| Faculty Appeals Hearing Board | Faculty/Off Campus/Alternate | Boise | | | | | | |
| Faculty Appeals Hearing Board | Faculty/Off Campus/Alternate | Idaho Falls | Roberson | Dakota | 2025-26 | dakotar@uidaho.edu | Engineering | COE |
| Faculty Appeals Hearing Board | Faculty/Department Chair | | Smith | Alistair | 2023-24 | alistair@uidaho.edu | Dept. of Earth and Spatial Science | COS |
| Faculty Appeals Hearing Board | Faculty/Department Chair/Alternate | | Scruggs | Philip | 2025-26 | pwscruggs@uidaho.edu | Movement Sciences | EHHS |
| Faculty Appeals Hearing Board | Faculty/Department Chair/Alternate | | Butterfield | Sean | 2025-26 | sbutterfield@uidaho.edu | Music | CLASS |
| Grievance Committee for Student Employees | Student | | Belliveau | Jaclyn | 2023-24 | bell3442@vandals.uidaho.edu | ASUI | ASUI |
| Grievance Committee for Student Employees | Staff/Council Member | | Noble | Tami | 2024-25 | tnoble@uidaho.edu | EPSCoR | |
| Grievance Committee for Student Employees | Student | | Smith | Luella | 2023-24 | luel3528@vandals.uidaho.edu | ASUI | ASUI |
| Grievance Committee for Student Employees | Faculty/Senate Member | | Raney | Taylor | 2024-25 | tcraney@uidaho.edu | Curriculum & Instruction | CEHHS |
| Grievance Committee for Student Employees | Student | | Nappo | Dosa | 2023-24 | dnappo@uidaho.edu | ASUI | ASUI |
| Honors Program Committee | Director of University Honors Program | w/o vote | Reineke | Sandra | N/A | sreineke@uidaho.edu | Honors Program | |
| Honors Program Committee | Faculty | | Zajchowski | Chris | 2025-26 | czajchowski@uidaho.edu | Natural Resources & Society | CNR |
| Honors Program Committee | Faculty | Chair | Trujillo-Barrera | Andres | 2024-25 | aatrujillo@uidaho.edu | Economics & Rural Sociology | CALS |
| Honors Program Committee | Faculty | | Aston | D. Eric | 2025-26 | aston@uidaho.edu | Chemical & Materials Engineering | COE |
| Honors Program Committee | Faculty | | Franklin | Samantha | 2025-26 | sthompsonfranklin@uidaho.edu | Library | LIB |
| Honors Program Committee | Faculty | | Sarathchandra | Dilshani | 2025-26 | dilshanis@uidaho.edu | Culture, Society & Justice | CLASS |
| Honors Program Committee | Faculty | | McDunn | Benjamin | 2025-26 | bmcdunn@uidaho.edu | Psychology & Communication | CLASS |
| Honors Program Committee | Academic Dean (annual appointment) | | | | | | | |
| Honors Program Committee | Program Coordinator of University Honors Program | Secretary - w/o Vote | Tkach | Mary | N/A | mtkach@uidaho.edu | Honors Program Coordinator | Honors Program |
| Honors Program Committee | President of Honors Student Advisory Board or Designee | | | | | | | |
| Information Technology Committee | Faculty | Fort Hall Reservation | Gunn | Danielle | 2025-26 | dgunn@uidaho.edu | Central District | CALS |
| Information Technology Committee | Vice President for Research or Designee | | Ehlert | Blair | N/A | bmehlert@uidaho.edu | Analyst | OSP |
| Information Technology Committee | Registrar or Designee | w/o vote | Miller | Tammy | N/A | tmiller@uidaho.edu | Registrar's Office | |
| Information Technology Committee | Designee | w/o vote | Milleson | Jake | N/A | jacobmilleson@uidaho.edu | Buyer | Purchasing Services |
| Information Technology Committee | Vice Provost for Digital Learning or Designee | w/o vote | Udas | Ken | N/A | kudas@uidaho.edu | Vice Provost for Digital Learning | Provost's Area |
| Information Technology Committee | Vice President for Information Technology or Designee | w/o vote | Amos | Teresa | N/A | tamos@uidaho.edu | ITS | |
| Information Technology Committee | Director of CETL or Designee | | Quallen | Sean | N/A | squallen@uidaho.edu | CETL | |
| Information Technology Committee | Faculty | | | | | | | |
| Information Technology Committee | Faculty | Chair | Woolley | Darryl | 2025-26 | dwoolley@uidaho.edu | CBE | CBE |
| Information Technology Committee | Faculty | | Zadehghol | Ata | 2025-26 | azadehghol@uidaho.edu | Engineering | COE |
| Information Technology Committee | Faculty | | Shih | Ting-Yen | 2024-25 | tshih@uidaho.edu | Engineering | COS |
| Information Technology Committee | Faculty/Library | | Coats | Erik | 2025-26 | ecoats@uidaho.edu | Civil & Environmental Engineering | COE |
| Information Technology Committee | Faculty/Off Campus | | Godfrey | Bruce | 2024-25 | bgodfrey@uidaho.edu | Library | LIB |
| Information Technology Committee | Student Computing Advisory Committee or Designee | | | | | | | |

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|--|--|-------------------------|-------------------|-----------|---------|--|-------------------------------|-------------------|
| Institutional Animal Care and Use Committee | Members placed by ORED; post roster online | | | | | | | |
| Institutional Biosafety Committee | Members placed by ORED; post roster online | Chair | Rowley | Paul | 2024-25 | prowley@uidaho.edu | Sciences | COS |
| Institutional Biosafety Committee | Members placed by ORED; post roster online | | McClanahan | Russell | N/A | biosafety@uidaho.edu | Interim Biosafety Officer | |
| Institutional Biosafety Committee | Members placed by ORED; post roster online | | Russell | Steven | N/A | campusvet@uidaho.edu | Attending Veterinarian | |
| Institutional Biosafety Committee | Members placed by ORED; post roster online | | Alan | Poplawsky | 2023-24 | alpop@uidaho.edu | Nematology | CALS |
| Institutional Biosafety Committee | Members placed by ORED; post roster online | | | | | | | |
| Institutional Biosafety Committee | Members placed by ORED; post roster online | | Schiele | Nathan | 2024-25 | nrschiele@uidaho.edu | Biological Engineering | ENGR |
| Institutional Biosafety Committee | Members placed by ORED; post roster online | | Skibiel | Amy | 2024-25 | askibiel@uidaho.edu | Science | CALS |
| Institutional Biosafety Committee | Members placed by ORED; post roster online | | | | | | | |
| Institutional Biosafety Committee | Members placed by ORED; post roster online | | Boyer | Josephine | 2024-25 | | Community Member | |
| Institutional Biosafety Committee | Members placed by ORED; post roster online | w/o vote | Harner | Arch | N/A | aharner@uidaho.edu | Administration | ORED |
| Institutional Biosafety Committee | Members placed by ORED; post roster online | w/o vote | Shahat | Samir | N/A | samir@uidaho.edu | Director | Health and Safety |
| Institutional Review Board | Selected by ORED | Chair | Stoll | Sharon | 2023 | stoll@uidaho.edu | Movement Sciences | EHHS |
| Institutional Review Board | Selected by ORED | | Paveglio | Travis | 2023 | tpaveglio@uidaho.edu | Natural Resources and Society | CNR |
| Institutional Review Board | Selected by ORED | | Smith-Hill | Janice | 2023 | | Community Member | |
| Institutional Review Board | Selected by ORED | Vice Chair | Thorsteinson | Todd | 2023 | tthorste@uidaho.edu | Psychology and Communication | CLASS |
| Institutional Review Board | Selected by ORED | | Baker | Russell | 2024 | russellb@uidaho.edu | Movement Sciences | EHHS |
| Institutional Review Board | Selected by ORED | | Kern | Anne | 2024 | akern@uidaho.edu | Professor Emerita | |
| Institutional Review Board | Selected by ORED - Alternate | | Werner | Steffen | 2023 | swerner@uidaho.edu | Psychology and Communication | CLASS |
| Institutional Review Board | Selected by ORED - Alternate | | Wallen | Kenneth | 2023 | kwallen@uidaho.edu | Natural Resources and Society | CNR |
| Institutional Review Board | Selected by ORED - Alternate | | Bailey | Joshua | 2023 | joshuabailey@uidaho.edu | Movement Sciences | EHHS |
| Institutional Review Board | Selected by ORED - Alternate | | Sanchez | Belinda | 2024 | belindas@uidaho.edu | Movement Sciences | EHHS |
| Institutional Review Board | Selected by ORED - Alternate | | Chapman | Erin | 2023 | chapman@uidaho.edu | FCS | CALS |
| Institutional Review Board | Selected by ORED - Alternate | | Fowler | Brian | 2023 | bfowler@uidaho.edu | Movement Sciences | EHHS |
| Institutional Review Board | Selected by ORED - Alternate | | Roever | Carrie | 2024 | | Community Member | |
| Institutional Review Board | Selected by ORED - Special Member | Prisoner Specialist | De Angelis | Joseph | 2023 | itdeangelis@uidaho.edu | Sociology & Anthropology | CLASS |
| Institutional Review Board | Selected by ORED - Special Member | Medical Specialist | Worth | Dustin | 2023 | dworth@uidaho.edu | WWAMI | |
| Institutional Review Board | Selected by ORED - Special Member, Alternate | Prisoner Specialist | Levan | Kristine | 2024 | klevan@uidaho.edu | Sociology & Anthropology | CLASS |
| Institutional Review Board | Selected by ORED - Non-Voting Member, Ex-Officio | IRB Coordinator | Neelon | Jennifer | N/A | jneelon@uidaho.edu | Office of Research Assurances | |
| Institutional Review Board | Selected by ORED - Non-Voting Member, Ex-Officio | Research Administration | Harner | Arch | N/A | aharner@uidaho.edu | Research Administration | |
| Instructional Space Committee | Registrar or Designee | Chair | Unzicker | Ted | N/A | tunzicker@uidaho.edu | Assistant Registrar | Registrar |
| Instructional Space Committee | Faculty | | Sonnichsen | Mike | 2024-25 | msonic@uidaho.edu | Art & Design | CAA |
| Instructional Space Committee | Facilities | | | | N/A | | | |
| Instructional Space Committee | Representative | | Habib | Douglas | N/A | dhabib@uidaho.edu | CETL | |
| Instructional Space Committee | Student/ASUI Representative | | Suaste | Natalie | 2023-24 | suaste@uidaho.edu | ASUI | ASUI |
| Instructional Space Committee | Purchasing Representative | | McIlroy | Julia | N/A | juliam@uidaho.edu | Purchasing | |
| Instructional Space Committee | Registrar Office Representative | | Miller | Tammy | N/A | tmiller@uidaho.edu | Registrar's Office | |
| Instructional Space Committee | Faculty | | Locke | Kenneth | 2024-25 | klocke@uidaho.edu | Psychology and Communication | CLASS |
| Instructional Space Committee | Director of General Education | Ex Officio/Non-voting | Panttaja | Dean | N/A | panttaja@uidaho.edu | Gen Ed | |
| Instructional Space Committee | Faculty | | Galioto | Jeannie | 2024-25 | hubbs@uidaho.edu | Politics and Philosophy | CLASS |
| Instructional Space Committee | Student/ASUI Representative | | Mankotia | Sameer | 2023-24 | mank8837@vandals.uidaho.edu | ASUI | ASUI |
| Instructional Space Committee | Information Technology Representative | | Schmidt | Ken | N/A | kschmidt@uidaho.edu | | ITS |
| Instructional Space Committee | Facilities | | Vineyard | Rusty | N/A | vineyard@uidaho.edu | Facilities | |
| Library Affairs Committee | Faculty/Library | Chair | Seiferle-Valencia | Marco | 2024-25 | marcosv@uidaho.edu | Library | LIB |
| Library Affairs Committee | Faculty/Humanities | | Klement | David | 2025-26 | dklement@uidaho.edu | Music | CLASS |
| Library Affairs Committee | Student/Undergraduate | | Hobbs | Shelby | 2023-24 | hobb0745@vandals.uidaho.edu | ASUI | ASUI |
| Library Affairs Committee | Dean Library Services | w/o vote | Hunter | Ben | N/A | bhunter@uidaho.edu | Library | LIB |
| Library Affairs Committee | Faculty/Sciences | | Hedman | Matthew | 2024-25 | mhedman@uidaho.edu | Physics | COS |
| Library Affairs Committee | Faculty | Kimberly | Olsen Nelson | Nora | 2025-26 | norao@uidaho.edu | Plant Sciences | CALS |

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|---------------------------------------|--|-----------------------|----------------|-----------|---------|--|--------------------------------|--------------------|
| Library Affairs Committee | Faculty/CLASS | | Grindal | Matt | 2024-25 | mgrindal@uidaho.edu | Culture, Society & Justice | CLASS |
| Library Affairs Committee | Student/Graduate | | | | | | | |
| Officer Education Committee | Faculty | | Awwad-Rafferty | Rula | 2025-26 | rulaa@uidaho.edu | Interior Architecture & Design | CAA |
| Officer Education Committee | Head of Aerospace Studies (WSU) | | Jeffers | Nickolas | N/A | nickolasjeffers@uidaho.edu | ROTC | |
| Officer Education Committee | Faculty | Chair | Baumann | Dianne | 2023-24 | dianneb@uidaho.edu | Culture, Society & Justice | CLASS |
| Officer Education Committee | Vice Provost for Academic Affairs or or Designee | Ex Officio | Kelly-Riley | Diane | N/A | dkr@uidaho.edu | Provost's Office | |
| Officer Education Committee | Head of Naval Science | | Lockard | Price | N/A | pricelockard@uidaho.edu | ROTC | |
| Officer Education Committee | Faculty | | Bauscher | Rich | 2024-25 | rbauscher@uidaho.edu | Leadership & Counseling | EHHS |
| Officer Education Committee | Head of Military Science | | Warren | Ross | N/A | thomaswarren@uidaho.edu | ROTC | |
| Officer Education Committee | Student | | | | | | ASUI | ASUI |
| Officer Education Committee | Student/ROTC | | | | | | | |
| Parking Committee | Staff | | Smith | Randy | 2025-26 | rsmith@uidaho.edu | Director of Mtce & ops | Facilities |
| Parking Committee | Staff | | Bogar | Ashley | 2024-25 | ashley@uidaho.edu | | |
| Parking Committee | Parking Coordinator | w/o vote | Schwartz | Nikolas | N/A | nschwartz@uidaho.edu | Parking & Transportation | |
| Parking Committee | Staff | | Knickerbocker | Beth | 2023-24 | kknicker@uidaho.edu | CBE | Academic Advising |
| Parking Committee | Student | | Jabril | Mo | 2023-24 | jabr1057@vandals.uidaho.edu | ASUI | ASUI |
| Parking Committee | Student | | Young | Lauren | 2023-24 | leyoung@uidaho.edu | ASUI | ASUI |
| Parking Committee | Faculty | | Ekins | James | 2024-25 | jekins@uidaho.edu | Northern District | CALS |
| Parking Committee | Faculty | | McBrayer | Markie | 2024-25 | mmcbrayer@uidaho.edu | Politics and Philosophy | CLASS |
| Parking Committee | Faculty | Chair | Xing | Tao | 2023-24 | xing@uidaho.edu | Mechanical Engr. | ENGR |
| Radiation Safety Committee | Faculty/Technical | | Cole | Doug | 2023-24 | dcole@uidaho.edu | Biology | COS |
| Radiation Safety Committee | Director of EHS and University Safety Officer | Secretary | Abd El-Fatah | Samir I. | N/A | samir@uidaho.edu | University Safety Officer | Radiation |
| Radiation Safety Committee | Radiation Safety Officer | | | | N/A | | | |
| Radiation Safety Committee | Faculty/Technical | | Ahmadzadeh | Amin | 2023-24 | amin@uidaho.edu | Animal & Vet Sciences | CALS |
| Radiation Safety Committee | Faculty/Technical | | | | | | | |
| Radiation Safety Committee | Faculty/Technical, Dean or Dept. Chair | | Fairly | Jerry | 2023-24 | jfairley@uidaho.edu | Geography & Geological Science | COS |
| Radiation Safety Committee | Faculty/Technical | | | | | | | |
| Radiation Safety Committee | Faculty/Technical | | Hong | Zonglie | 2023-24 | zhong@uidaho.edu | Plant Sciences | CALS |
| Radiation Safety Committee | Faculty/Technical | | Stoian | Sebastian | 2024-25 | sstoian@uidaho.edu | Chemistry | COS |
| Radiation Safety Committee | Faculty/Technical | Chair | | | | | | |
| Radiation Safety Committee | Faculty/Technical | | Xiao | Fangming | 2024-25 | fxiao@uidaho.edu | Plant Sciences | CALS |
| Sabbatical Leave Evaluation Committee | Faculty/Natural Science | Hagerman | Powell | Madison | 2025-26 | mpowell@uidaho.edu | Hagerman Experiment Station | CALS |
| Sabbatical Leave Evaluation Committee | Faculty | | Hickman | Dan | 2025-26 | dhickman@uidaho.edu | Business | CBE |
| Sabbatical Leave Evaluation Committee | Faculty | | Vella | Chantal | 2024-25 | cvela@uidaho.edu | Movement Sciences | EHHS |
| Sabbatical Leave Evaluation Committee | Vice Provost of Academic Affairs or Designee | w/o vote | Kelly-Riley | Diane | N/A | dkr@uidaho.edu | Provost's Office | |
| Sabbatical Leave Evaluation Committee | Faculty/Humanities | Chair | Teague | Alexandra | 2023-24 | ateague@uidaho.edu | English | CLASS |
| Sabbatical Leave Evaluation Committee | Faculty/Social Sciences | | Thorsteinson | Todd | 2023-24 | tthorste@uidaho.edu | Psychology & Communication | CLASS |
| Safety and Loss-Control Committee | Asstistant VP of Facilities or Designee | Chair | Vineyard | Rusty | N/A | vineyard@uidaho.edu | Facilities | |
| Safety and Loss-Control Committee | Commander, Moscow Police Department | Ex Officio/Non-voting | Berrett | Tyson | N/A | tberrett@ci.moscow.id.us | | |
| Safety and Loss-Control Committee | Director of Environmental Health & Safety | Ex Officio/Non-voting | Abd El-Fatah | Samir | N/A | samir@uidaho.edu | University Safety Officer | Radiation |
| Safety and Loss-Control Committee | Director of Student Health Services or Designee | | | | N/A | | | Student Affairs |
| Safety and Loss-Control Committee | Director of University Residences or Designee | | Ray | Corey | N/A | rayc@uidaho.edu | Life | University Housing |
| Safety and Loss-Control Committee | Event Support Services | | Sheffler | KC | N/A | sheffler@uidaho.edu | Bldng Ops & Athletic Event Mgr | Ops |
| Safety and Loss-Control Committee | Faculty/CAA | | Lew | Roger | 2024-25 | rogerlew@uidaho.edu | Virtual Technology and Design | CAA |
| Safety and Loss-Control Committee | Faculty/CALS | | Lynch | Laurel | 2025-26 | llynch@uidaho.edu | Soil & Water Systems | CALS |
| Safety and Loss-Control Committee | Faculty/CBE | | Stone | Robert | 2023-24 | rstone@uidaho.edu | Accounting | CBE |
| Safety and Loss-Control Committee | Faculty/CEHHS | | Pomerantz | Kirsten | 2024-25 | kpomerantz@uidaho.edu | Curriculum and Instruction | EHHS |
| Safety and Loss-Control Committee | Faculty/CLASS | | Cohen | Rajal | 2025-26 | rcohen@uidaho.edu | Psychology/Communications | CLASS |
| Safety and Loss-Control Committee | Faculty/CNR | | Cal | Lili | 2024-25 | lcai@uidaho.edu | Sciences | CNR |

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|-----------------------------------|---|-----------------------|------------------|-------------|---------|--|-----------------------------------|-------------------|
| Safety and Loss-Control Committee | Faculty/COS | | Hernandez Vargas | Abelardo | 2025-26 | esteban@uidaho.edu | Mathematics | COS |
| Safety and Loss-Control Committee | Faculty/ENGR | | Mirkouei | Amin | 2024-25 | amirkouei@uidaho.edu | Idaho Falls | ENG |
| Safety and Loss-Control Committee | Faculty/LAW | | Murphy | Tim | 2024-25 | temurphy@uidaho.edu | Law | LAW |
| Safety and Loss-Control Committee | Faculty/Library | (Previous Chair) | Perret | Robert | 2023-24 | rperret@uidaho.edu | Library | Library |
| Safety and Loss-Control Committee | OIT Represetative | | Hall | Cass | N/A | cassidyh@uidaho.edu | OIT | |
| Safety and Loss-Control Committee | Occupational Safety Specialist | Ex Officio/Non-voting | Ewart | Char | N/A | ewart@uidaho.edu | Facilities | |
| Safety and Loss-Control Committee | Research & Economic Development | | Cavolo | Bryon | N/A | bcavolo@uidaho.edu | Accounting Specialist II | OSP |
| Safety and Loss-Control Committee | Risk Manager or Designee | | Spink | Nancy | N/A | risk@uidaho.edu | Risk | |
| Safety and Loss-Control Committee | Senior Human Resources Executive or Designee | | Lindquist | Steven | N/A | stevenrl@uidaho.edu | HR | |
| Safety and Loss-Control Committee | Staff Council Representative | | Barber | Matthew | 2024-25 | mjbarber@uidaho.edu | Administrative Coordinator | Services |
| Safety and Loss-Control Committee | Student/Graduate | | | | | | | |
| Safety and Loss-Control Committee | Student/Undergraduate | | Nguyen | Kayla | 2023-24 | nguy7867@vandals.uidaho.edu | ASUI | ASUI |
| Scientific Misconduct Committee | Faculty/Tenured | | | | | | | |
| Scientific Misconduct Committee | Faculty/Tenured | | Kobziar | Leda | 2024-25 | lkobziar@uidaho.edu | Natural Resources and Society | CNR |
| Scientific Misconduct Committee | Faculty/Tenured | | Datta | Somantika | 2023-24 | sdatta@uidaho.edu | Math | COS |
| Scientific Misconduct Committee | Faculty/Tenured | | Waits | Lisette | 2024-25 | lwaits@uidaho.edu | Fish and Wildlife Sciences | CNR |
| Scientific Misconduct Committee | Faculty/Tenured | | Kassem | Emad | 2023-24 | ekassem@uidaho.edu | Civil & Environmental Engr. | ENGR |
| Scientific Misconduct Committee | Faculty/Tenured | | Tohaneanu | Stefan | 2024-25 | tohaneanu@uidaho.edu | Sciences | COS |
| Scientific Misconduct Committee | Faculty/Tenured - Alternate | | Boris Tarre | Marta | 2025-26 | martab@uidaho.edu | Modern Languages & Cultures | CLASS |
| Scientific Misconduct Committee | Faculty/Tenured - Alternate | | Freeman | Sydney | 2024-25 | sfreemanjr@uidaho.edu | Department | CEHHS |
| Scientific Misconduct Committee | Faculty/Tenured - Alternate | | Borrelli | R.A. | 2025-26 | rborrelli@uidaho.edu | Nuclear Engineering | COE (Idaho Falls) |
| Student Conduct Board | Faculty | | Heimgartner | Candi | 2025-26 | cheim@uidaho.edu | Biological Sciences | COS |
| Student Conduct Board | Staff | | Barber | Mathew | 2023-24 | mjbarber@uidaho.edu | Military and Veteran Services | |
| Student Conduct Board | Student/Graduate | | | | | | | |
| Student Conduct Board | Faculty | Chair | Bailey | Josh | 2024-25 | joshuabailey@uidaho.edu | Movement Sciences | CEHHS |
| Student Conduct Board | Staff | | Tomlin | Erin | 2025-26 | erintomlin@uidaho.edu | Assistant Dean of Student Affairs | LAW |
| Student Conduct Board | Student | | Smith | Martha | 2023-24 | marthas@uidaho.edu | | |
| Student Conduct Board | Faculty | | Moreno | Perri | 2025-26 | pmoreno@uidaho.edu | Library | LIB |
| Student Conduct Board | Faculty | | Gottwald | Dave | 2024-25 | dgottwald@uidaho.edu | Art & Design | CAA |
| Student Conduct Board | Student | | Scrupps | Emily | 2023-24 | escrupps@uidaho.edu | ASUI | ASUI |
| Student Conduct Board | Staff | | Exline | Annie | 2024-25 | aexline@uidaho.edu | Web Team Manager | UCM |
| Student Conduct Board | Faculty | | Martin | Todd | 2025-26 | tcmartin@uidaho.edu | Business | CBE |
| Student Conduct Board | Staff | | Cook | Christopher | 2025-26 | chrisco@uidaho.edu | Recruitment | Campus Visits |
| Student Conduct Board | Student | | Trachimowicz | Nathaniel | 2023-24 | ntrachimowicz@uidaho.edu | ASUI | ASUI |
| Student Conduct Board | Student | | Johnston | Emma | 2023-24 | ejohnston@uidaho.edu | ASUI | ASUI |
| Student Conduct Board | Faculty | | McDunn | Benjamin | 2023-24 | bmcdunn@uidaho.edu | Psychology & Communication | CLASS |
| Student Conduct Board | Faculty | | Smith | Kasee | 2025-26 | klsmith@uidaho.edu | Education | CALS |
| Student Conduct Board | Staff | | Sheikh | Mahmood | 2023-24 | msheikh@uidaho.edu | Vandal Scholarship Fund | Development |
| Student Conduct Board | Staff | | Jameson | Arlette | 2024-25 | ajameson@uidaho.edu | Senior Benefits Specialist | Human Resources |
| Student Conduct Board | Staff | | Smith | Jen | 2023-24 | jcsmith@uidaho.edu | | Career Services |
| Student Conduct Board | Student/Law | | | | | | | |
| Student Conduct Board | Student | | Worwood | Tyler | 2023-24 | worw9156@vandals.uidaho.edu | ASUI | ASUI |
| Student Financial Aid Committee | Faculty | Boise | Billing | Carol | 2025-26 | cbilling@uidaho.edu | Curriculum & Instruction | EHHS |
| Student Financial Aid Committee | Staff Designated by Director of Student Financial Aid | | Arevalos | Evelina | N/A | evelinaa@uidaho.edu | CAMP | |
| Student Financial Aid Committee | Director of Student Financial Aid | w/o vote | Croyle | Randi | N/A | rcroyle@uidaho.edu | Financial Aid | |
| Student Financial Aid Committee | Faculty | | Becker | Hydee | 2025-26 | hydeeb@uidaho.edu | Family and Consumer Scienes | CALS |
| Student Financial Aid Committee | Student | | Jozin | Annika | 2023-24 | jozi21100@vandals.uidaho.edu | ASUI | ASUI |
| Student Financial Aid Committee | Faculty | Chair | Mai | Nhu | 2023-24 | nhumai@uidaho.edu | Counseling and Testing | CTC |
| Student Financial Aid Committee | Faculty | | Pula | Kacy | 2024-25 | kpula@uidaho.edu | Psychology and Communication | CLASS |

| | | | | | | | | |
|---------------------------------|---|-----------------------|-------------------|------------|---------|--|-------------------------------------|------------------|
| Student Financial Aid Committee | Student | | Jabril | Mo | 2023-24 | jabr1057@vandals.uidaho.edu | ASUI | ASUI |
| Student Financial Aid Committee | Student Support Staff Representative | w/o vote | Damron | Cori | N/A | cdamron@uidaho.edu | Prevention | Dean of Students |
| Student Financial Aid Committee | Faculty | Idaho Falls | Mirkouei | Amin | 2024-25 | amirkouei@uidaho.edu | Manufacturing Lab | COE |
| Ubuntu | Coordinator of Student Support Services or Designee | Ex Officio/Non-voting | Fausto | Mercedes | N/A | mercedesf@uidaho.edu | | |
| Ubuntu | Director CDAR or Designee | Ex Officio/Non-voting | Gash | Katelyn | N/A | ecmatson@uidaho.edu | CDAR | |
| Ubuntu | Director Multicultural Affairs or Designee | Ex Officio/Non-voting | Martinez | Jesse | N/A | jessem@uidaho.edu | Multicultural Affairs | |
| Ubuntu | Director of International Programs or Designee | Ex Officio/Non-voting | Kestle | Mimi | N/A | mkestle@uidaho.edu | Program Coordinator - IPO | |
| Ubuntu | Designee | Ex Officio/Non-voting | Samuels | Sydel | N/A | ssamuels@uidaho.edu | Native American Student Center | |
| Ubuntu | Director Women's Center or Designee | Ex Officio/Non-voting | Critchfield | Katrina | N/A | kcritchfield@uidaho.edu | Program Coordinator | Women's Center |
| Ubuntu | Diversity & Human Rights Chief Diversity Officer | Ex Officio/Non-voting | Bisbee | Yolanda | N/A | yobiz@uidaho.edu | Diversity Office | |
| Ubuntu | Faculty | Cayon County | Howard | Tasha | 2025-26 | thoward@uidaho.edu | Southern District | CALS |
| Ubuntu | Faculty | | Cieslik-Miskmen | Caitlin | 2024-25 | caitlinc@uidaho.edu | Media | CLASS |
| Ubuntu | Faculty | Chair | Hollingshead | Aleksandra | 2024-25 | ahollingshead@uidaho.edu | Curriculum & Instruction | CEHHS |
| Ubuntu | Faculty | | Ritcher | Jamaica | 2025-26 | jritcher@uidaho.edu | English | CLASS |
| Ubuntu | Human Resources Representative | Ex Officio/Non-voting | Terwilliger | Brandi | N/A | brandit@uidaho.edu | HR | |
| Ubuntu | LGBTQA Coordinator or Designee | Ex Officio/Non-voting | Keleher | Julia | N/A | jkeleher@uidaho.edu | LGBTQA | |
| Ubuntu | Staff | | Armitage | Kali | 2024-25 | kali@uidaho.edu | OIT | |
| Ubuntu | Staff/Council Member | | Gutierrez-Aguirre | David | 2024-25 | dgaguirre@uidaho.edu | Irrigation System Coordinator | Facilities |
| Ubuntu | ASUI Director of Diversity Affairs or Designee | Ex Officio/Non-voting | Suaste | Natalie | 2023-24 | suaste@uidaho.edu | Director of Diversity and Inclusion | ASUI |
| Ubuntu | Student/Graduate | | | | | | | |
| Ubuntu | Student/Undergraduate | | Khetan | Saloni | 2023-24 | salonik@uidaho.edu | ASUI | ASUI |
| University Advising Committee | Faculty | | Swenson | Matthew | 2025-26 | swenson@uidaho.edu | Mechanical Engineering | COE |
| University Advising Committee | Designee | | Lebeau | Jennifer | N/A | jlebeau@uidaho.edu | Academic Support Programs | |
| University Advising Committee | Academic Advisor | | Weso | (Kay Kay) | 2024-25 | kweso@uidaho.edu | Academic Advisor - CBE | |
| University Advising Committee | Associate Dean | | Craig | Traci | 2023-24 | tcraig@uidaho.edu | Psychology & Communication | CLASS |
| University Advising Committee | Faculty | | Kittell | Ellen | 2025-26 | kittell@uidaho.edu | History | CLASS |
| University Advising Committee | Faculty | | Vella | Chantal | 2025-26 | cvella@uidaho.edu | Movement Sciences | EHHS |
| University Advising Committee | Faculty | Boise | Vos | Jaap | 2025-26 | jvos@uidaho.edu | Natural Resources and Society | CNR |
| University Advising Committee | Faculty | Chair | Chapman | Erin | 2023-24 | chapman@uidaho.edu | Family and Consumer Sciences | CALS |
| University Advising Committee | Student/Undergraduate | | Smith | Martha | 2023-24 | mart8476@vandals.uidaho.edu | ASUI | ASUI |
| University Advising Committee | Student/Undergraduate | | Jozin | Annika | 2023-24 | jozi21100@vandals.uidaho.edu | ASUI | ASUI |
| University Advising Committee | Associate Director for Advising | | Bertlin | Shawna | 2022-23 | sbertlin@uidaho.edu | Academic Support Programs | |
| Committee | Associate Director of Assessment and Accreditation | ex officio/Non-voting | | | N/A | | | |
| Committee | Office of Equity, Diversity, and Inclusion Representative | ex officio/Non-voting | Anthony-Stevens | Vanessa | N/A | vstevens@uidaho.edu | Curriculum & Instruction | CEHHS |
| Committee | Faculty/CAA | | Sonnichsen | Mike | 2024-25 | msonic@uidaho.edu | Art & Design | CAA |
| Committee | Faculty/CALS | | Doumit | Matthew | 2023-24 | mdoumit@uidaho.edu | Animal, Vet., and Food Sciences | CALS |
| Committee | Faculty/CBE | | Sisodiya | Sanjay | 2025-26 | sisodiya@uidaho.edu | | |
| Committee | Faculty/CLASS | | Johnson | Robin | 2025-26 | rsjohnson@uidaho.edu | Journalism & Mass Media | CLASS |
| Committee | Faculty/CNR | | Shook | Steven | 2023-24 | shook@uidaho.edu | | CNR |
| Committee | Faculty/COS | | Ytreberg | Marty | 2025-26 | ytreberg@uidaho.edu | Physics | COS |
| Committee | Faculty/EHHS | | Raney | Taylor | 2024-25 | craney@uidaho.edu | Curriculum & Instruction | EHHS |
| Committee | Faculty/Engineering | Chair | Crepeau | John | 2023-24 | crepeau@uidaho.edu | Mechanical Engr. | ENGR |
| Committee | Faculty/Graduate Studies | | McMurtry | Jerry | 2023-24 | mcmurtry@uidaho.edu | | COGS |
| Committee | Faculty/Law | | Murphy | Tim | 2023-24 | temurphy@uidaho.edu | Law | |
| Committee | Faculty/Library | | Attebury | Ramirose | 2023-24 | rattebur@uidaho.edu | Library | LIB |
| Committee | Recorder, Office of Assessment and Accreditation | ex officio/Non-voting | | | N/A | | | |
| Committee | Strategic Enrollment Managemnt Representative | ex officio/Non-voting | McMullin | Kristen | N/A | kmcmullin@uidaho.edu | Assoc. Director Advising | Advising |
| Committee | Student Affairs Representative | ex officio/Non-voting | | | N/A | | | |
| Committee | Vice Provost of Academic Initiatives or Designee | ex officio/Non-voting | Gorzelsky | Gwen | N/A | gwen@uidaho.edu | VProv AI | Provost Office |

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|--|---|-----------------------|---------------|-----------|---------|--|---------------------------------|-------------|
| University Budget & Finance Committee | Budget Office Representative | Ex Officio/Non-voting | Mahoney | Trina | N/A | tmahoney@uidaho.edu | Budget Office | |
| University Budget & Finance Committee | Faculty/At-Large | | Kersting-Lark | Dulce | 2025-26 | dulce@uidaho.edu | Special Collections | LIB |
| University Budget & Finance Committee | Faculty/CAA | Chair | Barakat | Hala | 2023-24 | hbarakat@uidaho.edu | Architecture | CAA |
| University Budget & Finance Committee | Faculty/CALS | | West | Andy | 2023-24 | andywest@uidaho.edu | Central District | CALS |
| University Budget & Finance Committee | Faculty/CBE | | Groza | Mya | 2025-26 | myagroza@uidaho.edu | Business Dept. Head | CBE |
| University Budget & Finance Committee | Faculty/CEHHS | | Kim | Juhee | 2025-26 | juheekim@uidaho.edu | Leadership & Counseling | CEHHS |
| University Budget & Finance Committee | Faculty/CLASS | | Lange | Michelle | 2025-26 | mlange@uidaho.edu | Music | CLASS |
| University Budget & Finance Committee | Faculty/CNR | | Latta | Greg | 2025-26 | glatta@uidaho.edu | Natural Resources and Society | CNR |
| University Budget & Finance Committee | Faculty/COS | | Ridenhour | Benjamin | 2025-26 | bridenhour@uidaho.edu | Mathematics | COS |
| University Budget & Finance Committee | Faculty/ENGR | | Li | Feng | 2025-26 | fengli@uidaho.edu | Engineering | ENGR |
| University Budget & Finance Committee | Faculty/LAW | | McIntosh | Deb | 2022-24 | debmcin@uidaho.edu | | LAW |
| University Budget & Finance Committee | Faculty/Senate Member | | Long | Jerry | 2024-25 | jlong@uidaho.edu | Law | LAW |
| University Budget & Finance Committee | Provost & Executive Vice President | Ex Officio/Non-voting | Lawrence | Torrey | N/A | provost@uidaho.edu | Provost's Office | |
| University Budget & Finance Committee | Staff/Academic Affairs | | Buchert | Charity | 2024-25 | charityb@uidaho.edu | CALS | |
| University Budget & Finance Committee | Staff/Advancement | | Doering | Zachary | 2025-26 | zdoering@uidaho.edu | Prospect Data Analyst | Advancement |
| University Budget & Finance Committee | Staff/Finance & Administration | | Richards | Kenwyn | 2025-26 | kenwynr@uidaho.edu | Provost Office | |
| University Budget & Finance Committee | Staff/ITS | | Amos | Teresa | 2024-25 | tamos@uidaho.edu | ITS | |
| University Budget & Finance Committee | Staff/ORED | | Franklin | Chelsea | 2025-26 | cfranklin@uidaho.edu | OSP | ORED |
| University Budget & Finance Committee | Student/ASUI | | Scrupps | Emily | 2023-24 | escrupps@uidaho.edu | ASUI | ASUI |
| University Budget & Finance Committee | Student/Graduate/GPSA | | | | | | | |
| University Budget & Finance Committee | Student/Law/SBA | | | | | | | |
| University Budget & Finance Committee | Designee | Ex Officio/Non-voting | Foisy | Brian | N/A | brianfoisy@uidaho.edu | Finance & Admin | |
| University Committee for General Education | Designee | w/o vote | | | N/A | | | |
| University Committee for General Education | CLASS Dean or Designee | w/o vote | Quinlan | Sean | N/A | quinlan@uidaho.edu | History | CLASS |
| University Committee for General Education | COS Dean or Designee | w/o vote | Nielsen | Mark | N/A | markn@uidaho.edu | | COS |
| University Committee for General Education | Director of Academic Advising or Designee | w/o vote | Bertlin | Shawna | N/A | sbertlin@uidaho.edu | Academic Support Programs | |
| University Committee for General Education | Director of General Education | w/o vote | Panttaja | Dean | N/A | panttaja@uidaho.edu | | |
| University Committee for General Education | Faculty/CAA | | | | | | | CAA |
| University Committee for General Education | Faculty/CALS | | Glaze | Benton | 2025-26 | zglaze@uidaho.edu | Animal, Vet., and Food Sciences | CALS |
| University Committee for General Education | Faculty/CBE | Chair | Stuen | Eric | 2024-25 | estuen@uidaho.edu | Economics | CBE |
| University Committee for General Education | Faculty/CEHHS | | Dixon | Raymond | 2024-25 | rdixon@uidaho.edu | Instruction | CEHHS |
| University Committee for General Education | Faculty/CNR | Former Chair | Goebel | Charles | 2023-24 | cgoebel@uidaho.edu | Sciences | CNR |
| University Committee for General Education | Faculty/ENGR | | Moberly | James | 2024-25 | jgmoberly@uidaho.edu | Engineering | ENGR |
| University Committee for General Education | Faculty/Library | | Rodrigues | Tyler | 2024-25 | trodrigues@uidaho.edu | First Year Experience Librarian | LIB |
| University Committee for General Education | Faculty/SBOE GEM - Humanistic & Artistic | | Volem | Margot | 2025-26 | mvolem@uidaho.edu | English | CLASS |
| University Committee for General Education | Faculty/SBOE GEM - Humanistic & Artistic | | Celaya | Lori | 2023-24 | lcelaya@uidaho.edu | School of Global Studies | CLASS |
| University Committee for General Education | Faculty/SBOE GEM - Mathematical | | Boester | Tim | 2025-26 | boester@uidaho.edu | Science | COS |
| University Committee for General Education | Faculty/SBOE GEM - Mathematical | | Welhan | Manuel | 2024-25 | mwelhan@uidaho.edu | Science | COS |
| University Committee for General Education | Faculty/SBOE GEM - Oral Comm. | | Carter | Diane | 2024-25 | dcarter@uidaho.edu | Psychology & Communication | CLASS |
| University Committee for General Education | Faculty/SBOE GEM - Oral Comm. | | Folwell | Annette | 2024-25 | folwell@uidaho.edu | Interim Associate Dean | CLASS |
| University Committee for General Education | Faculty/SBOE GEM - Scientific | | Heinse | Robert | 2024-25 | rheinse@uidaho.edu | Soil & Water Systems | COS |
| University Committee for General Education | Faculty/SBOE GEM - Scientific | | Cross | Jeff | 2025-26 | jacross@uidaho.edu | Chemistry | COS |
| University Committee for General Education | Faculty/SBOE GEM - Social & Behavioral | | Kolpan | Katharine | 2025-26 | kkolpan@uidaho.edu | Sociology & Anthropology | CLASS |
| University Committee for General Education | Faculty/SBOE GEM - Social & Behavioral | | Thorsteinson | Todd | 2024-25 | tthorste@uidaho.edu | Psychology & Communication | CLASS |
| University Committee for General Education | Faculty/SBOE GEM - Written Comm. | | Krahn | Katie | 2023-24 | katiek@uidaho.edu | English | CLASS |
| University Committee for General Education | Faculty/SBOE GEM - Written Comm. | | Oswald | Oscar | 2024-25 | owoswald@uidaho.edu | English | CLASS |
| University Committee for General Education | Registrar or Designee | w/o vote | Frost | Rebecca | N/A | rfrost@uidaho.edu | Registrar's Office | |
| University Committee for General Education | Student/Undergraduate | | Gill | Nikhil | 2023-24 | gill5796@vandals.uidaho.edu | ASUI | ASUI |
| University Committee for General Education | Student/Undergraduate | | Blattner | Emily | 2023-24 | blat5579@vandals.uidaho.edu | ASUI | ASUI |

| | | | | | | | | |
|--|---|-----------------------|--------------|-------------|---------|--|-------------------------------|---------------------|
| University Curriculum Committee | Director of General Education | w/o vote | Panttaja | Dean | N/A | panttaja@uidaho.edu | Gen Ed | |
| University Curriculum Committee | Faculty Secretary or Designee | w/o vote | Sammarruca | Francesca | N/A | fsammarr@uidaho.edu | Physics | COS |
| University Curriculum Committee | Faculty/At-Large | | James | Erin | 2025-26 | ejames@uidaho.edu | English | CLASS |
| University Curriculum Committee | Faculty/CAA | | Isenbarger | Stacy | 2023-24 | stacyi@uidaho.edu | Art & Design | CAA |
| University Curriculum Committee | Faculty/CALS | | Doumit | Stacey | 2024-25 | sdoumit@uidaho.edu | Animal & Veterinary Sciences | CALS |
| University Curriculum Committee | Faculty/CBE | | Noguera | Magdy | 2025-26 | mnoquera@uidaho.edu | Business | CBE |
| University Curriculum Committee | Faculty/CEHHS | Chair | Paul | Dave | 2024-25 | dpaul@uidaho.edu | Movement Sciences | EHHS |
| University Curriculum Committee | Faculty/CLASS | | Howerton | Kyle | 2024-25 | howerton@uidaho.edu | JAMM | CLASS |
| University Curriculum Committee | Faculty/CNR | Former Chair | Shook | Steven | 2024-25 | shook@uidaho.edu | | CNR |
| University Curriculum Committee | Faculty/COS | | Buzbas | Erkan | 2025-26 | erkanb@uidaho.edu | Sciences | COS |
| University Curriculum Committee | Faculty/ENGR | | Kassem | Emad | 2023-24 | ekassem@uidaho.edu | Civil & Environmental Engr. | ENGR |
| University Curriculum Committee | Faculty/LAW | | Long | Jerry | 2024-25 | jlong@uidaho.edu | Law | LAW |
| University Curriculum Committee | Faculty/Library | | Dong | Hanwen | 2023-24 | hanwendong@uidaho.edu | Library | LIB |
| University Curriculum Committee | Registrar or Designee | w/o vote | Brown | Lindsey | N/A | lindseybrown@uidaho.edu | Registrar's Office | |
| University Curriculum Committee | Student/Graduate | | | | | | | |
| University Curriculum Committee | Student/Undergraduate/Upper Division | | Johnston | Emma | 2023-24 | ejohnston@uidaho.edu | ASUI | ASUI |
| University Curriculum Committee | Student/Undergraduate/Upper Division | | Trachimowicz | Nate | 2023-24 | ntrachimowicz@uidaho.edu | ASUI | ASUI |
| University Curriculum Committee | Vice Provost Academic Initiatives or Designee | w/o vote | Gorzelsky | Gwen | N/A | gwen@uidaho.edu | VProv AI | Provost Office |
| University Security & Compliance Committee | Executive Director Public Safety & Security | Chair | Nichols | Jake | N/A | jnichols@uidaho.edu | E.D. Public Safety & Security | Safety |
| University Security & Compliance Committee | Title IX Coordinator | | Lindquist | Art | N/A | alindquist@uidaho.edu | Civil Rights Investigator | OCRI |
| University Security & Compliance Committee | Faculty | | Callister | David | 2025-26 | dcallister@uidaho.edu | Eastern District | CALS (Butte County) |
| University Security & Compliance Committee | Moscow Police Department Representative | | Berrett | Tyson | N/A | tberrett@ci.moscow.id.us | | |
| University Security & Compliance Committee | General Counsel Representative | w/o vote | Rytter | Kim | N/A | jimcraig@uidaho.edu | Legal | |
| University Security & Compliance Committee | EHS Safety Specialist | | Daniels | Kelvin | N/A | kelvind@uidaho.edu | EHS | |
| University Security & Compliance Committee | Dean of Students | | Eckles | Blaine | N/A | beckles@uidaho.edu | Dean of Students | Dean of Students |
| University Security & Compliance Committee | Faculty | | Hodwitz | Omi | 2023-24 | omi@uidaho.edu | Sociology & Anthro | CLASS |
| University Security & Compliance Committee | Student/Undergraduate | | Pennington | Addisen | 2023-24 | penn6502@vandals.uidaho.edu | ASUI | ASUI |
| University Security & Compliance Committee | Faculty/Staff Off-site Representative | Kimberly | Teixeira | Gustavo | 2024-25 | gteixeira@uidaho.edu | Plant Sciences | CALS (Kimberly) |
| University Security & Compliance Committee | Staff/Staff Council | | Stanton | Mark | 2024-25 | mstanton@uidaho.edu | University Residence Manager | Auxiliary Services |
| University Security & Compliance Committee | Student/Undergraduate | | Nappo | Dosa | 2023-24 | dnappo@uidaho.edu | ASUI | ASUI |
| University Security & Compliance Committee | Student/Graduate | | | | | | | |
| University Staff Compensation Committee | Designee | Ex Officio/Non-voting | Salisbury | Kim | N/A | kims@uidaho.edu | Finance & Admin | |
| University Staff Compensation Committee | Senior Executive of Human Resources | Ex Officio/Non-voting | Terwilliger | Brandi | N/A | brandit@uidaho.edu | HR | |
| University Staff Compensation Committee | Staff/Off-Campus | Idaho Falls | Moore | Sara | 2023-24 | saram@uidaho.edu | Financial and Administrative | |
| University Staff Compensation Committee | Staff/Off-Campus | Kimberly Research | Albright | Theresa | 2024-25 | theresae@uidaho.edu | Center | CALS |
| University Staff Compensation Committee | Staff | | Francetich | Omni | 2023-24 | omnif@uidaho.edu | Diversity Unit | |
| University Staff Compensation Committee | Staff/Staff Council | | Mattoon | Michele | 2024-25 | mmattoon@uidaho.edu | IMIC | |
| University Staff Compensation Committee | Staff | | Anderson | Eric | 2024-25 | esanderson@uidaho.edu | Career Services | |
| University Staff Compensation Committee | Staff | | Brown | Lindsey | 2025-26 | lindseybrown@uidaho.edu | University Registrar | Registrar's Office |
| University Staff Compensation Committee | Staff | | Bunney | Cretia | 2025-26 | cretiab@uidaho.edu | Director, Payroll | Payroll Services |
| University Staff Compensation Committee | Staff | | Keim | Elissa | 2023-24 | ekeim@uidaho.edu | Learning | |
| University Staff Compensation Committee | Staff | | Osborne | Kimberly | 2025-26 | kosborne@uidaho.edu | Dir., Admin & Fiscal Ops. | CAA |
| University Teaching Committee | Faculty | Former Chair | Halverson | Rachel | 2023-24 | rhalverson@uidaho.edu | Modern Languages & Cultures | CLASS |
| University Teaching Committee | Faculty | | Strickland | Michael | 2025-26 | mstrickland@uidaho.edu | Soil and Water Systems | CALS |
| University Teaching Committee | Faculty | | Miller | Brant | 2025-26 | bgmiller@uidaho.edu | Curriculum & Instruction | EHHS |
| University Teaching Committee | Faculty | | Sharma | Bal Krishna | 2024-25 | balsharma@uidaho.edu | English | |
| University Teaching Committee | Associate Dean | | Kitchel | Allen | 2023-24 | akitchel@uidaho.edu | | EHHS |
| University Teaching Committee | Representative | w/o vote | | | N/A | | | |
| University Teaching Committee | Director of General Education | | Panttaja | Dean | N/A | panttaja@uidaho.edu | Gen Ed | |

Attach. #3

1987 1994 2000 2005 2010 2015 2018

HolonIQ

Select slides only!

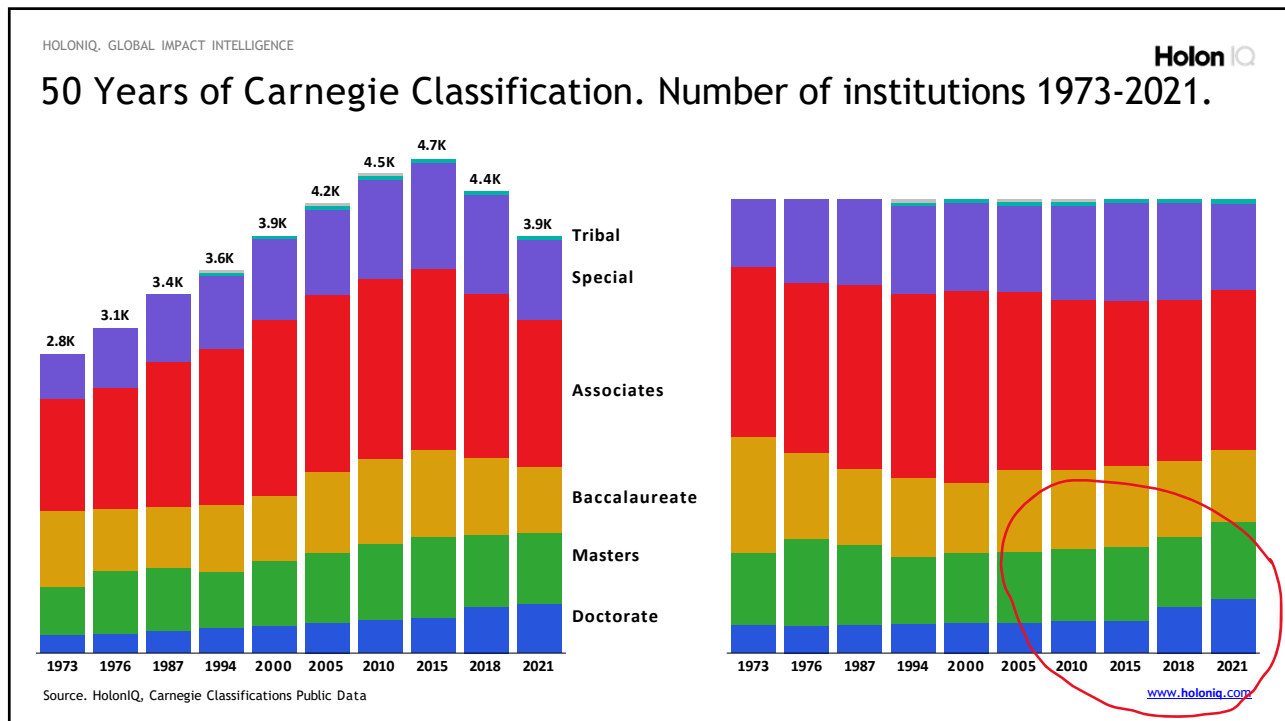
50 years of Carnegie Classification.

April 2023, ACE Annual Meeting

Carnegie Foundation
for the Advancement of Teaching

ACE
American Council on Education

1

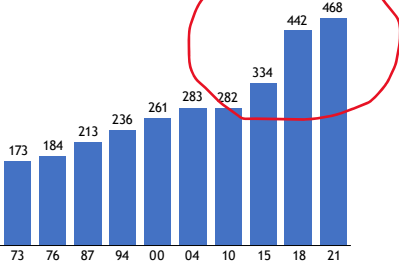


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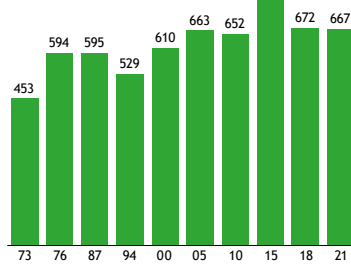
1

Carnegie Classification. Number of institutions 1973-2021.

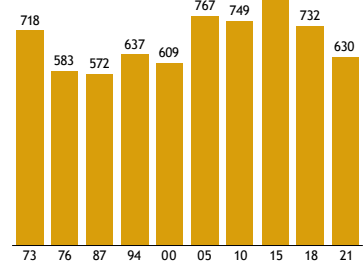
DOCTORATE GRANTING



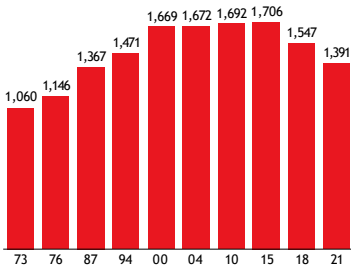
MASTERS COLLEGES AND UNIVERSITIES



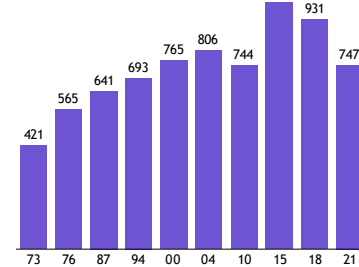
BACCALAUREATE COLLEGES



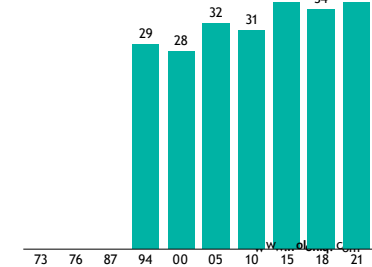
ASSOCIATES COLLEGES



SPECIAL FOCUS



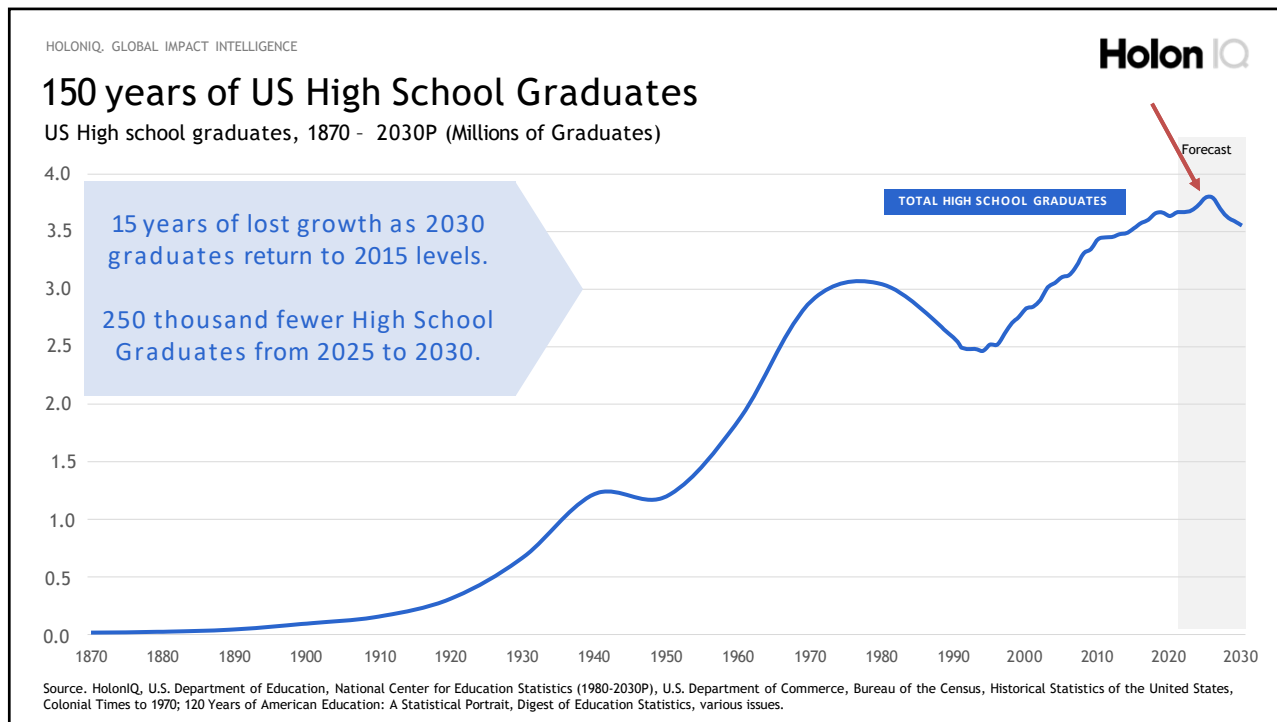
TRIBAL & UNCLASSIFIED



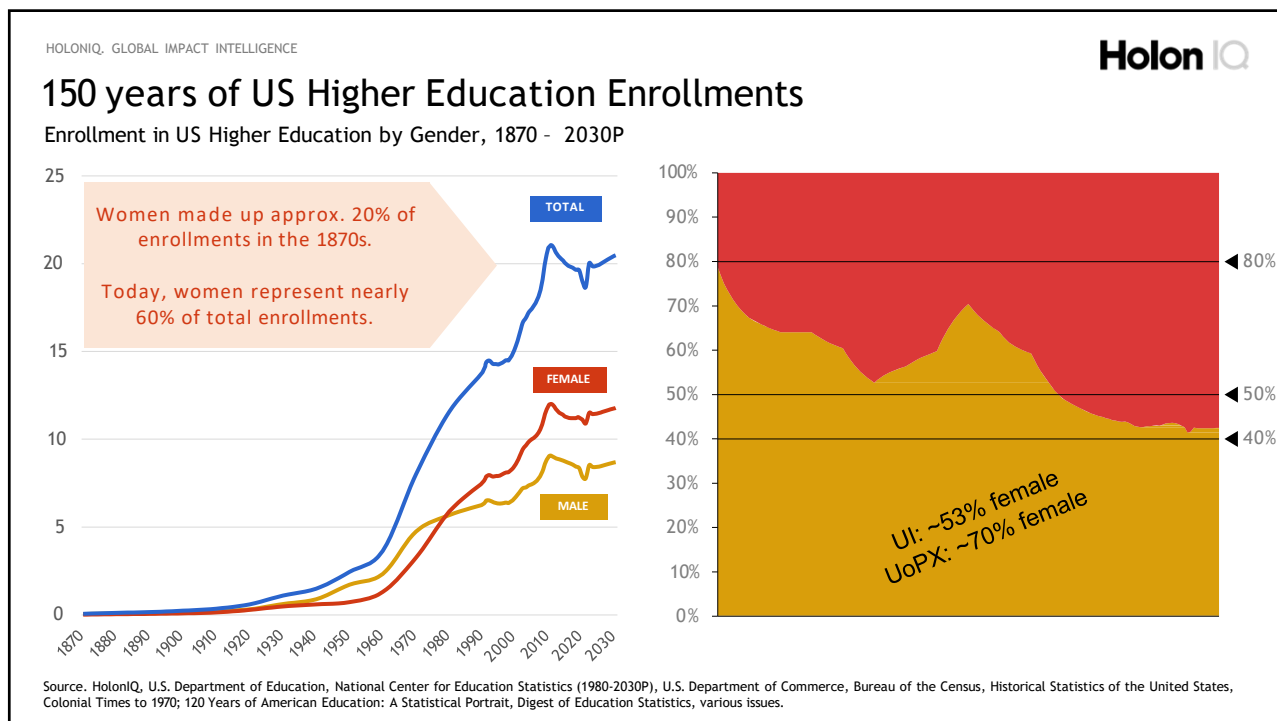
Holon IQ

150 Years of
US Education

2



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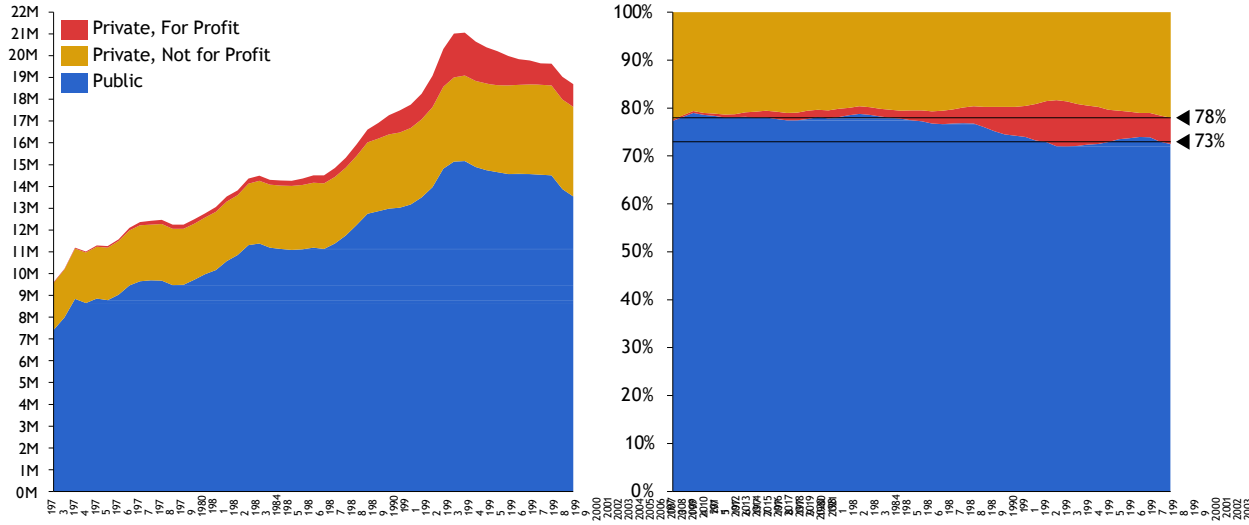


10

3

Private For Profit Institutions make up about 5% of enrollments

Higher Education Enrollment by Institutional Control, 1973-2021



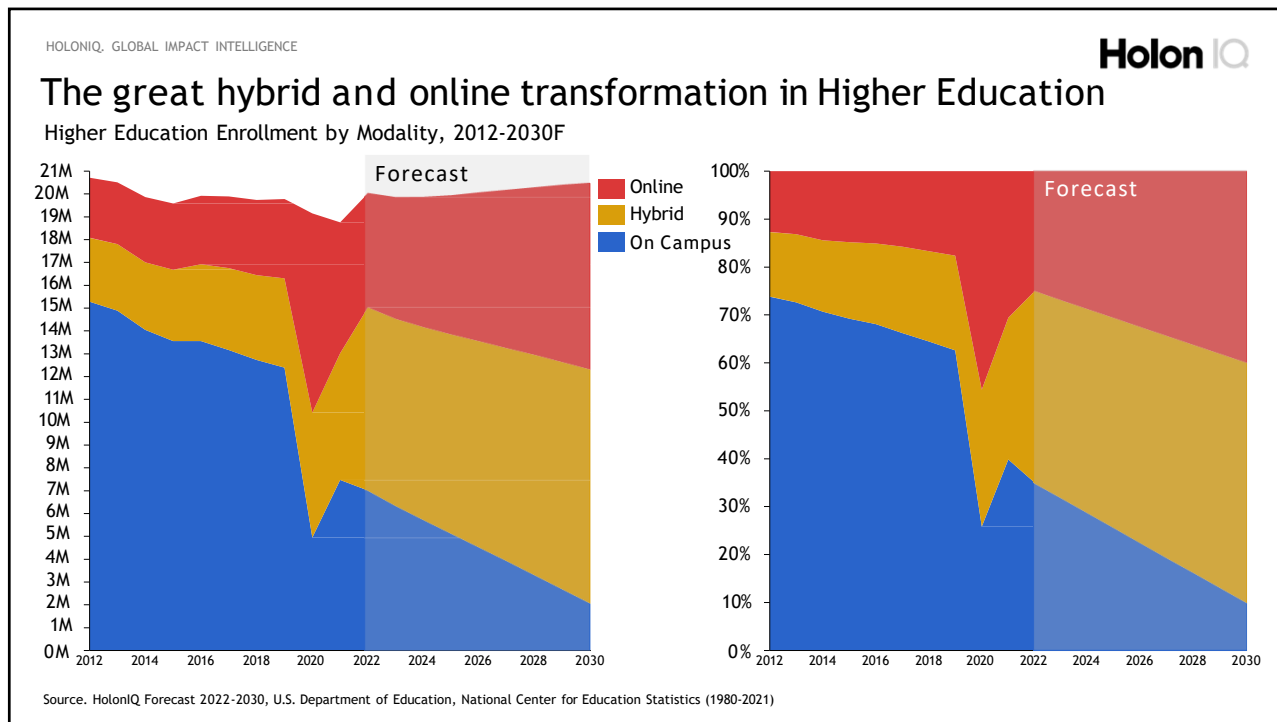
Source: HolonIQ Forecast 2022-2030, U.S. Department of Education, National Center for Education Statistics (1980-2021)

12



13

4



14

Growth of Online Universities - examples

| | |
|--|---------|
| *Arizona State University Digital Immersion | 57,848 |
| *University of Phoenix | 87,709 |
| *Grand Canyon University | 103,072 |
| Southern New Hampshire University | 145,533 |
| *Western Governors University (founded 1997) | 150,116 |

(2021 IPEDS data)

5

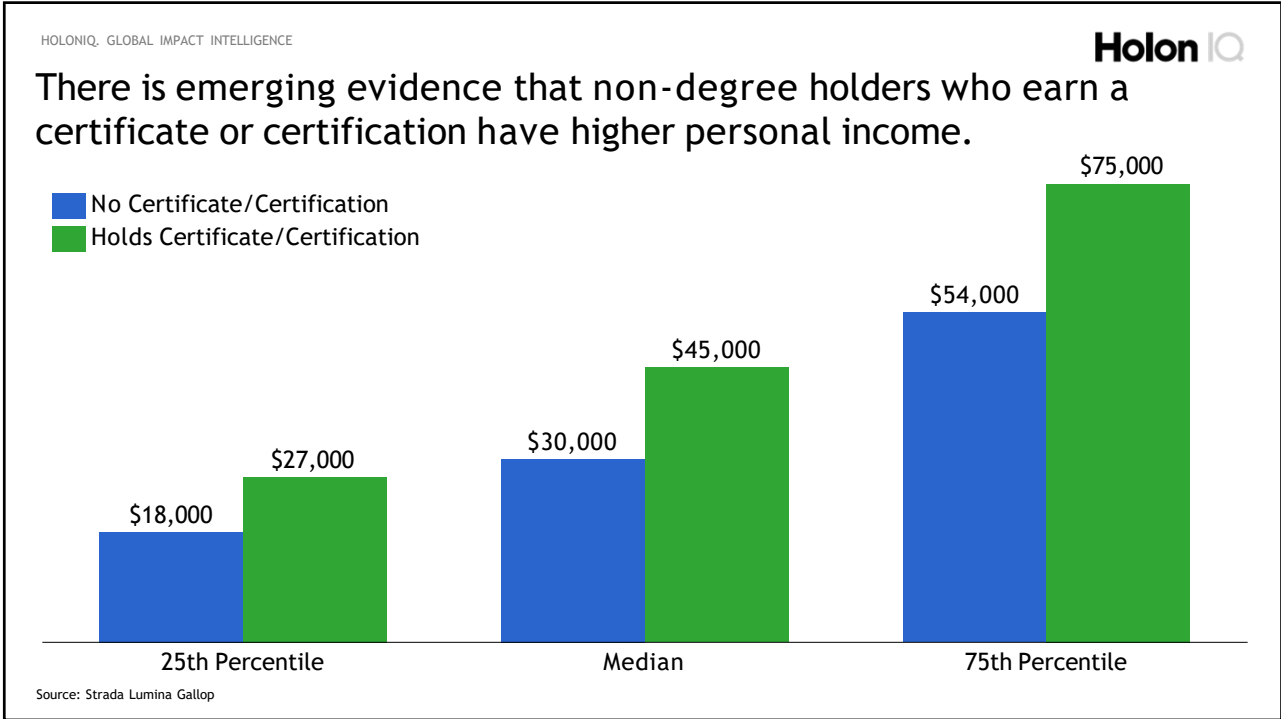
16

Holon IQ

Increasing attention on alternative credentials

4

25



6

26

100M+ Learners spending more than \$10B each year on Micro and Alternative Credentials

2021 Global Micro and Alternative Credential Market Estimate

Illustrative examples only



Source: HolonIQ Estimates

27

Instructor



Top Instructor

Google Career Certificates

Google

265 Courses • 6,364,412 learners

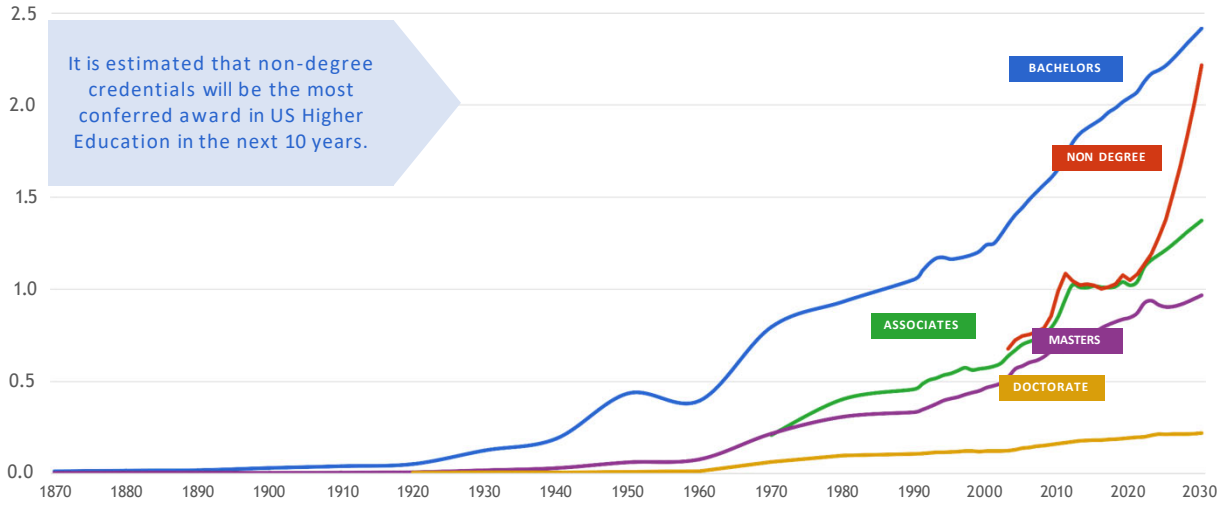
Web access May 18, 2023

36

7

150 years of HE Conferrals. Sharp rise in Non-Degree credentials.

Higher Education Credentials Conferred, 1870 - 2030P (Millions of Conferrals)



Source: HolonIQ, U.S. Department of Education, National Center for Education Statistics (1980-2030P), U.S. Department of Commerce, Bureau of the Census, Historical Statistics of the United States, Colonial Times to 1970; 120 Years of American Education: A Statistical Portrait, Digest of Education Statistics, various issues.

UG Academic Certificate in Sustainability

Brief history of certificate inception and faculty committee

- Fall 2021: President Green commissions a comprehensive Sustainability Working Group to suggest sustainability priorities (both academic and non-academic)
- August 2022: UI Director of Sustainability (Sarah Dawson) hired
- Fall 2022: Working group's Sustainability White Paper is published; report contains recommendation to develop an undergraduate academic certificate in sustainability
- Nov 2022: Initial interdisciplinary committee convened by UI Director of Sustainability, comprised of faculty representatives identified by deans/depts from all colleges
- Jan 2023: Initial draft of certificate curriculum proposed
- February 2023: University Curriculum Committee provides feedback on initial proposal, both academic content and faculty governance issue regarding entities empowered to propose curriculum
- April 2023 – Sept 2023: Faculty working group (WG) reconvenes, elects chair (Erin James) and works toward revised academic content (addressing UCC feedback) and seek official Faculty Senate empowerment to propose and maintain academic curriculum

UG Academic Certificate in Sustainability

Overview of faculty-led vision



The Association for the Advancement
of Sustainability in Higher Education

Definition of Sustainability:

AASHE defines sustainability in a pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations.

- A university-wide program (UWP) involving as many colleges and faculty as are interested in participating
- Faculty-led committee to set/maintain curriculum; the limited student service admin required for a 12-credit certificate to be handled by cross-trained Provost Office staff

UG Academic Certificate in Sustainability *Curriculum Plan*

Integrative Core (3 credits)

Ecological (3 credits)

Economic (3 credits)

Social (3 credits)

UG Academic Certificate in Sustainability

More detail on course vetting process

- Certificate "bins" and guidelines for course learning outcomes also from AASHE
- Followed guidance from UCC to vet coursework for inclusion in a manner similar to UCGE
 - Solicited proposals from **all nine academic colleges**/faculty, with criteria for inclusion
 - Received * proposals from * **all nine academic colleges**
 - Proposed curriculum includes * courses from * **all nine academic colleges**
- Going forward: Repeat solicitation each year to add additional courses and review existing ones based on assessment

Faculty Governance issue raised at UCC last year – FSH 4120:

E-2. Substantive curricular changes.

- a. Each substantive curricular change proposal shall be submitted to the relevant unit and college for approval, following all notice and approval procedure contained in unit or college bylaws.
- b. Following unit and college approval, the college shall submit the proposal for review by all appropriate committees. Following such review, the college shall submit the proposal to the provost for approval. The provost shall submit approved proposals to the UCC and return disapproved proposals to the unit for further consideration.



Our request to Senate:

Appoint the faculty working group as an ad-hoc program committee to serve as "relevant unit and college" for proposing the new Certificate Program and initial curriculum as a University-Wide Program (UWP).



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title: **APM 05.02 PROPERTY COVERAGE**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Carry Salonen, Risk Management

Policy sponsor, if different from originator: Nancy Spink, Risk Management

7-24-23

Reviewed by General Counsel: Yes No Name & Date: Kent Nelson 7/19/23

Comprehensive review? Yes No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

The University discontinued participating in inland marine coverage as of 07/01/2023. APM 05.03 was removed. Removing reference to inland coverage in this policy. Additionally, updating for the deductibles charged by State Risk which changed on 07/01/22 to a tiered structure and for the claims process that changed from unit paid expenses to Risk paid expenses in 2022. Removed fax number. Update the damage notification timing to State Risk requirement and dollar thresholds for reporting a loss.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

No fiscal impact other than deductible change. State Risk Management and Insurance changed the deductibles from \$2,000 to tiered \$5,000 for claims under \$50,000 and \$10,000 for claims over \$50,000.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

05.02 -- Property Coverage

July 28, 2010 (rewrite)

- A. Purpose
- B. Scope
- C. Definitions
- BD. Policy
- CE. Addition of New Location
- DF. Changes to Existing Location
- EG. Annual Renewal Property
- FH. Annual Renewal Business Interruption and Rental Income
- GI. Claims
- HK. Contact Information
- IL. Forms and Examples

A. Purpose. This policy sets forth unit responsibilities and procedures pertaining to property insurance coverage and claims.

B. Scope. This policy applies to all University of Idaho units.

A.C. Definitions.

AC-1. Boiler and Machinery covers losses arising from: an explosion of a steam boiler, steam turbine, steam piping or steam engine; mechanical breakdown or failure; or electrical injury. Boiler and Machinery coverage is reported annually using data from the property schedule.

AC-2. Building is a structure or an improvement such as a barn, pump house, research lab, classroom, or office facility, etc. Outdoor structures such as bleachers, electronic message or score boards, large signs, etc. are included in this category.

AC-3. Builders Risk is coverage designed to cover property in the course of construction. Coverage is usually written on an all-risk basis, and generally includes materials on-site but not yet installed. The estimated completed value of the project is typically used as the limit of insurance.

AC-4. Business Interruption is coverage for loss of income suffered by a business when a covered loss causes damage to its premises and results in a slowdown or suspension of its operations during the time required to repair or replace the damaged property.

AC-5. Contents is business property such as office furniture, equipment, computers, non-motorized Mobile Equipment, and other property not permanently attached to a Building. Property permanently attached to a Building such as HVAC equipment is considered part of the Building value. Outdoor structures such as bleachers, electronic message or score boards, large signs, etc. are not considered Contents.

AC-6. COPE Form is used for reporting newly acquired property. The abbreviation, COPE, stands for Construction, Occupancy, Protection, and Exposures and is an industry standard form.

AC-7. Draft is the draft property spreadsheet of the annual statement of property values that has the Contents and Mobile Equipment values supplied by Asset Accounting and all changes that Risk has received during the year.

AC-8. Extra Expense is the expenses incurred after a loss that would not have been incurred during normal operations. Examples of Extra Expense include the cost for obtaining a temporary location or setting up equipment at the temporary location.

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AC-9. Facilities is the University of Idaho Facilities Services.

AC-10. Fine Art is coverage for items owned by another party that are on exhibit temporarily in a University facility or that the University owns and is temporarily loaning out for an exhibit. University owned art is covered in the Contents figures for a Building. Coverage for art on exhibit at the University must be requested through the Risk by providing a completed worksheet that contains specifics about the item.

AC-11. IDRMISS is the Idaho Risk Management Information System. IDRMISS is a web-based program administered and maintained by the State of Idaho.

~~**A-12. Inland Marine** is coverage for equipment and business property valued under \$2,000 that are moveable in nature (i.e., laptop, power tools, music instruments, or GPS units). Coverage must be requested through Risk by providing a completed worksheet that contains specifics about the item. See APM-05.03 for more information.~~

AC-1312. Mobile Equipment is anything motorized and not licensed for road use, such as road building machinery, ATV's, off-road motorcycles, riding lawn mowers, golf carts, tractors, etc. Mobile equipment values are actual cash values.

AC-1413. Real Property is land, including improvements. The University's property coverage does not cover land. Property coverage only covers Buildings and Contents.

AC-1514. Rental Income is coverage that pays for the loss of rental income resulting directly from loss or damage by a covered event when property is rendered wholly or partially unusable.

AC-1615. Risk is the University of Idaho's Risk Management Office.

AC-1716. State RMP is the State of Idaho Risk Management Program.

AC-1817. Stock and Supplies is property such as paper, pencils, office supplies, goods for sale, etc.

AC-1918. Tuition or Fees is coverage for the loss of income from tuition or fees should a loss occur and the University be unable to operate.

AC-2019. Unit refers to primary management units within the University, including recognized colleges, administrative centers, such as the Division of Finance and Administration, or the Research Office, and recognized University Centers located remote from the main campus, such as Idaho Falls.

~~**A-21. University** is the University of Idaho.~~

BD. Policy. The University participates in the State RMP for property coverage. Units may not make any separate arrangements for property insurance. Property coverage includes: Buildings, Contents, Mobile Equipment, Stock and Supplies, Business Interruption, Rental Income, Extra Expense, Tuition or Fees, Builders Risk, and Fine Art for which the State has an insurable interest or for which the State has assumed responsibility in writing. The property policy has a **\$25,000** deductible for covered events under \$50,000 or a \$10,000 deductible for over \$50,000. Losses arising from: an explosion of a steam boiler, steam turbine, steam piping or steam engine; mechanical breakdown or failure; or electrical injury will be adjudicated through Boiler and Machinery coverage with a \$5,000 deductible. Employees who use personally-owned equipment at work should consult with Risk. In order to participate in property coverage, the University must report through the IDRMISS. Risk inputs coverage data into the IDRMISS. Typically the State RMP requests the information and/or confirmation of data during spring for the July renewal of the property policy.

BD-1. Building, Contents, Mobile Equipment, and Stock and Supplies. Units must report this information to Risk **as changes occur**. Follow steps in section **C-E** or **D-F** as applicable. Units must **verify** property values during the renewal process **annually**. Follow steps in section **E-G**.

BD-2. Fine Art. Fine Art values are captured through the Contents figures obtained from Asset Accounting.

Fine Art not owned by the University can be covered by the State RMP if a contractual agreement obligates the University to cover the piece(s) while it is in the University's care, custody, or control. Coverage can be arranged by completing a Fine Art Insurance Request form. Return the Fine Art Insurance Request form to Risk at risk@uidaho.edu or fax to 885-9490.

BD-3. Builders Risk. Coverage is not always automatic. Project managers (Facilities/other Units as appropriate) must consult with Risk about larger construction projects. During the planning phase of these projects, involve Risk if any of the following apply:

- (i) any new "ground up" projects, **regardless of project value**;
- (ii) renovations or additions in excess of \$5,000,000; and
- (iii) renovations/additions that increase the existing Building's square footage by more than 50%. Units are responsible for completing and forwarding the Builders' Risk Application to Risk. Typically, the State RMP is able to include projects valued at less than \$15,000,000 on the property policy. The State RMP will seek alternate coverage for projects valued at more than \$15,000,000. It is important to consult with Risk during the planning phase of construction projects in order to provide enough time for the Unit to complete the application and for Risk and the State RMP to work on coverage. If Risk and the State RMP are not consulted in a timely manner, it could jeopardize the start date of the project.

BD-4. Business Interruption, Rental Income, and Extra Expense. As the situation occurs, income generating Units need to request coverage for any new location or existing operation that have changed locations by completing the Business Interruption Loss and Rental Income form and returning it to Risk at risk@uidaho.edu or faxing it to 885-9490. Units need to annually report to Risk any data on Business Interruption, Rental Income, and Extra Expense, see section F.

GE. Addition of New Location. The Unit is responsible for reporting to Risk all newly acquired real property or new leased locations by completing a COPE form. Policies regarding real property transactions, including purchase, sale, lease, easement, or exchange can be found in APM 61.62.

Return the COPE form to Risk at risk@uidaho.edu or fax to 885-9490.

DE. Changes to Existing Location.

DE-1. Additions to Existing Location. The Unit is responsible for reporting to Risk all

- (i) newly acquired Contents valued over \$25,000,
- (ii) newly purchased or changes in location for Mobile Equipment,
- (iii) changes in Stock and Supplies of more than \$500,000, and
- (iv) changes in retail locations that are temporary or have moved, by completing the Property Value Adjustment form.

Return the Property Value Adjustment form to Risk at risk@uidaho.edu or fax to 885-9490.

DE-2. Deletions to Existing Location. The Unit is responsible for reporting to Risk any

- (i) divested Real Property,
- (ii) Building demolition,
- (iii) Building move,
- (iv) lease termination,

- (v) sale or destruction of Contents valued over \$25,000,
- (vi) sale of Mobile Equipment, (vii) changes in Stock and Supplies of more than \$1,0500, and
- (viii) changes in retail locations that are temporary or have moved, by completing the Property Value Adjustment form.

Return the Property Value Adjustment form to Risk at risk@uidaho.edu or fax to 885-9490.

EG. Annual Renewal Property. Risk prepares and circulates the Draft to Units responsible for providing information regarding Buildings, Contents, Mobile Equipment, and Stock and Supplies. Changes to the values listed in the Draft need to be done by completing the Property Value Adjustment form. Units need to ensure all new Buildings and locations in which the University has operations and equipment appear on the Draft, as well as freestanding improvements such as extensive fencing, bleachers, scoreboards, astro turf, electronic signs, etc.

Multi-Unit Structures: Each Unit within a Building reports its own values separately. Risk will add the values from the different Units to obtain a final figure.

Changes to the Draft need to be done by completing the PROPERTY VALUE ADJUSTMENT FORM.

EG-1. Units receiving the Draft should do the following:

- a. Add a Building or Location. Follow steps in section **GF** if a Building or location does not appear on the Draft.
- b. Increase or Decrease Building Value. Review existing Building values that have been carried forward with an appreciation factor from the prior year. Building values should be increased if a remodel or addition increases the value.
- c. Removing a Building or Location. Report Buildings that need to be removed from the Draft because they were removed, demolished, sold, or a facilities use agreement or lease has terminated.
- d. Contents. Review for accuracy the value for Contents listed for Buildings that the Unit controls. These values have been supplied from Asset Accounting and should be reviewed for any changes.
- e. Mobile Equipment. Review for accuracy the value for Mobile Equipment listed for Buildings that the Unit controls. These values have been supplied from Asset Accounting and should be reviewed for any changes.
- f. Stock and Supplies. Review for accuracy the value of all Stock and Supply items. These values have been carried forward from the prior year and may have changed or may not have been previously listed. The value should be an estimate of an average monthly value for Stock and Supplies.
- g. Return the completed Property Value Adjustment form, or COPE form, to Risk at risk@uidaho.edu or fax to 885-9490. If the Unit has no changes to the Draft, email risk@uidaho.edu that the Unit has no changes for the Unit's area of responsibility.

FH. Annual Renewal for Business Interruption and Rental Income. Units will need to provide details for any income generating operation, listing figures per Building on the Business Interruption and Rental Income spreadsheet provided from Risk. Provided figures should include:

- (i) net profit after all expenses from production or service operation;
- (ii) rental income;
- (iii) cost of salaries and benefits of all executives, officers, deans, unit managers and heads, full-time faculty, and coaches and employees under contract that would not be discharged in the event of a loss;
- (iv) cost of bonded debts secured by real property;
- (v) cost of all non-cancellable contracts (i.e., rent, utilities, other services, etc.); and

(vi) any budgetary changes that will occur during the year. Units can participate in this coverage by completing the Business Interruption Loss and Rental Income form and returning it to Risk at risk@uidaho.edu or by faxing it to 885-9490.

GJ. Claims. A property claim would be for covered damages to University Buildings, Contents (including equipment valued over \$2,000 and owned Fine Art), Mobile Equipment, Stock and Supplies and Business Interruption. Call Risk within 24 hours to report any water event and any possible claim that could be over \$25,000. **Prompt reporting allows Risk to assist with remediation, and allows time for an independent adjuster to do a review, if necessary.** Damages that are under \$2,000 can be reported within 90 days to Risk by completing a property reporting form.

Risk will work with Facilities and/or the independent contractors to get bids for repairs to a Building. The Unit will work with Facilities and/or the independent contractors to schedule the repairs and make the area accessible. Within two weeks after the initial report of the incident, the Unit will need to supply to Risk any invoices for the replacement of Contents that were damaged or two estimates for the repair or future replacement of the Contents.

Risk will alert the State RMP that there is a possible claim by supplying them with details of the incident. The State RMP will determine if an independent adjuster is needed to review the damages.

Risk will collect costs from Facilities for

- (i) materials and/or the independent contractor's invoice for the job performed,
- (ii) the two estimates for replacement or repair, or
- (iii) the invoice for the replacement of any Contents, and any Stock and Supplies replacement cost documents from the Unit to present a final claim to State RMP for the recovery of damages. The State RMP will adjudicate the claim and make payment if the damages are from a covered event.

Units are responsible for providing the index number to Risk for transferring the deductible to the insurance reimbursement account. The payment from State RMP will reflect the applicable deductible \$2,000 deductible for a property claim. When the check is received from State RMP, Risk will deposit it into the insurance reimbursement account and will request from the Unit the budget number to which the Unit would like the funds to be cost transferred. Risk will request a cost transfer from General Accounting for the amount of reimbursement. Risk will pay invoices to contractors and, when applicable, or request a cost transfer from General Accounting to Unit for Unit-paid expenses related to Contents and Stock and Supplies reimbursements.

HJ. Contact Information. For any questions regarding the coverage for property, Business Interruption or property claims, please contact Risk at (208) 885-7177, or risk@uidaho.edu.

HK. Further Instructions; Forms and Examples. For further instructions on procedures, please visit: <https://www.uidaho.edu/dfa/division-operations/risk-management/insurance>



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **APM 90.24 STUDENT HEALTH INSURANCE REQUIREMENT**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Crystal Hogg, Director, DOS Admin & Fiscal Ops

Policy sponsor, if different from originator: Blaine Eckles, DOS

Reviewed by General Counsel: Yes No Name & Date: Kim Rytter, 9/1/23

Comprehensive review? Yes No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Comprehensive review and rewrite to clarify language and bring policy into alignment with federal regulatory requirements.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

90.24 -- - Student Health Insurance Requirement

A. Purpose. The purpose of this policy is to ensure the health and wellness of students by setting forth requirements for student health insurance.

B. Scope. This policy applies to all students at the University of Idaho.

C. Policy

C-1. In general. At the University of Idaho, preserving our student's health and wellness is paramount. Access to health services and payments for healthcare services can hinder a student from achieving their academic goals. This policy was founded on removing as many obstacles as possible for our students to reach graduation.

C-2. Health insurance required. All domestic full-time degree-seeking undergraduate students enrolled in 12 or more credits, graduate and law students enrolled in 9 or more credits, student athletes enrolled in 1 or more credits and all international students with sponsored government health insurance as part of their educational program are required to show proof of personal health insurance before they can complete enrollment of academic classes each semester. In each semester, if proof of personal health insurance is not provided, the student will be enrolled automatically into the Student Health Insurance Program (SHIP) and will be responsible for the associated charges.

C-3. Coverage requirements for all non-SHIP policies. All personal health insurance policies for both domestic and international students must adhere to the Affordable Care Act. In order to opt out of the Student Health Insurance Program (SHIP), a student must provide proof of a health insurance policy that meets the following requirements:

- a. The plan does not have any limitations or exclusions on pre-existing conditions.
- b. The plan covers hospital stays for medical and surgical care and inpatient care for mental health conditions.
- c. The plan covers doctors' office visits for medical care and outpatient care for mental health conditions.
- d. The plan covers prescriptions written by a doctor. Prescription benefits through a third-party vendor such as CVS Caremark, etc. are acceptable.
- e. The plan provides access to a provider network within the Moscow/Pullman area. Coverage must be available for routine, diagnostic, urgent and hospital care. Coverage for only telehealth, urgent and emergency care is not acceptable.
- f. The plan covers services related to injury from participation in all types of recreational sports, including intercollegiate athletics.
- g. If the plan has a deductible, either 1) the deductible is less than \$1500 or 2) the student provides proof of financial means to meet the higher deductible amount. A funded FSA or HSA account may be used to meet this requirement.

- h. The plan covers maternity care, including prenatal care and delivery, with no pre-existing condition limitations.
- i. The plan provides coverage for diagnostic services, including laboratory tests.
- j. The plan pays 70% or more of usual, customary, reasonable charges per accident or illness, after deductible is met, for in-network providers, and 50% or more of usual, customary, reasonable charges for out-of-network providers per accident or illness.

C-4. Medical evacuation and repatriation coverage for students in J visa status.

The University provides the medical evacuation and repatriation coverage required by the Department of State for international students in J visa status.

C-5. Policies not accepted. Travel plans, county medical service plans (i.e., Medicaid) outside the state of Idaho or Washington, fixed indemnity plans, short-term plans, and supplemental or reimbursement plans are not accepted as comparable coverage.

C-6. Effective dates of coverage. All plans must meet the following requirements:

- a. The plan is effective on or before the first day of the semester with no break in coverage.
- b. The plan is effective on the first day of the calendar month following the first day of the semester.
- c. The plan is effective on or before the first day of the calendar month following an involuntary loss of previous coverage.
- d. The plan does not have a gap in coverage of more than seven days. If the plan has a gap in coverage longer than seven days, the student must provide proof of COBRA coverage.

C-7. Audit. To ensure legal compliance, information provided by students is forwarded to a third-party auditor each semester for verification. Students who are discovered to be uninsured or to have insurance that does not meet the minimum requirements will be enrolled in the Student Health Insurance Program and the charge will be placed on the student's account.

D. Procedure. For SHIP program procedure, including enrollment, appeals, and policy coverage, please see the [Student Health Insurance Program](#) website.



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision Deletion* Interim Minor Amendment

Policy Number & Title: **APM 45.21 Responsible Conduct of Research Training**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Arch Harner

Policy sponsor, if different from originator: Kay Dee Holmes

Reviewed by General Counsel: XX Yes No Name & Date: Manisha Wilson

Comprehensive review? XX Yes No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
Updated to reflect federal policy changes by NSF to require training by more individuals. Made editorial revisions to get the policy in a standard format and improve usability and readability.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have? None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it. None.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

45.21 – Responsible Conduct of Research Training

A. Purpose. This policy establishes requirements for the training of individuals at the University of Idaho to conduct research with honesty and based on established professional norms and ethical principles.

B. Scope.

B-1. This policy applies to certain individuals conducting research on projects funded by the following entities:

- a. the National Institutes of Health (“NIH”),
- b. the National Science Foundation (“NSF”),
- c. the US Department of Agriculture National Institute of Food Agriculture (“NIFA”), and
- d. other entities that require training on how to conduct research with integrity.

B-2. All individuals engaged in research at the University of Idaho, regardless of the source of funding, are encouraged to complete the training described in this policy.

C. Definitions

C-1. Responsible Conduct of Research (RCR) is the practice of scientific investigation with integrity. It involves the awareness and application of established professional norms and ethical principles in the performance of all activities related to scientific research. ([National Institutes of Health, Notice Number NOT-OD-10-019](#)) [ed. 4-18]

D. Policy

D-1. General Requirements. RCR training is required for certain individuals conducting research on projects funded by NSF, NIH, and NIFA as outlined below. All individuals engaged in research at the University of Idaho are encouraged to complete RCR training.

D-2. NIH-funded project requirements. RCR training is required for trainees, fellows, participants, and scholars receiving NIH support through:

- a. A training award, career development award (individual or institutional), research education grant, or dissertation research grant.

b. Projects that require RCR training as stated in the funding opportunity announcement or grant terms.

c. The following programs: D43, D71, F05, F30, F31, F32, F33, F34, F37, F38, K01, K02, K05, K07, K08, K12, K18, K22, K23, K24, K25, K26, K30, K99/R00, KL1, KL2, R25, R36, T15, T32, T34, T35, T36, T37, T90/R90, TL1, TU2, and U2R.

D-3. NSF-funded project requirements. RCR training is required for the following individuals on all NSF funded grants: undergraduate students, graduate students, and postdoctoral scholars. Beginning July 31, 2023, faculty and senior personnel on proposals submitted or due on or after that date are also required to take RCR training.

D-4. NIFA-funded project requirements. RCR training is required for the following individuals on all USDA NIFA-funded grants: program directors, faculty, undergraduate students, graduate students, postdoctoral researchers, and any staff participating in the research project. The following programs are

currently exempt from the NIFA RCR training requirement: Formula Funded programs, the 1890 Facilities Program, and the Small Business Innovation Research Program.

E. Procedure

E-1. General training procedures. RCR training may be completed either online or in person (but see section E-6 for NIH online training restrictions). The online or in-person seminars fulfill the RCR requirements for NSF- and NIFA-funded projects.

a. Online training. Online training is provided through the University's membership to the online Collaborative Institutional Training Initiative (CITI) program (<http://www.citiprogram.org>). Instructions on how to register for or access CITI through the University may be found [here](#). ORA maintains individual training records in CITI.

b. In-person seminars. In-person seminars are offered every fall and spring semester by the ORA. The schedule for the seminars is posted on the Responsible Conduct of Research [website](#) at the beginning of each semester. ORA maintains individual attendance records for the seminars.

E-2. Additional training resources. Depending on the nature of the research being conducted, additional training in RCR related topics may be required. Such additional training may include animal care and use, general biosafety, biosafety cabinet, select agent, hazardous waste management, human participants in research, radiological safety, chemical hygiene plan, general lab safety, and so forth.

a. Ethics course. In addition to the seminars, an ethics class is offered on campus that covers ethical conduct of research principles which fulfills NIH's in person training requirements. For information on current courses offered, please contact the College of Graduate Studies or the Office of Research Assurances.

b. Other sources. Undergraduate students, graduate students, and postdoctoral researchers receive mentoring from faculty in the RCR; such mentoring is an obligation of every PI at the University. Elements of RCR training are also incorporated into required and elective courses at the University. Face-to-face classes are offered on campus that cover principles of the ethical conduct of research. For information on current courses offered, please contact the College of Graduate Studies or the Office of Research Assurances.

E-3. PI responsibilities

a. Ensuring training. The PI on a project is responsible for ensuring that all required persons on the project complete RCR training. The PI is also responsible for determining the amount of additional RCR training appropriate for individuals.

b. Training documentation. The PI is responsible for keeping records of RCR training for their project. Training records shall be kept according to the grant or project record retention requirements. Training records are subject to review upon request by the funding agency.

E-4. Certification. The University shall certify on proposals submitted to NSF, or other agencies as required, that the University has an RCR training plan that aligns with the agency's requirements. Training documentation and the RCR training plan are available for review upon request by the agency.

E-5. Authority of PI to require training. A PI may require RCR training for persons working on a research project even if the funding agency does not require it. The PI should work with the individuals or leave it to their discretion to determine if the training will be completed via CITI or in-person. It is the responsibility of the PI to maintain RCR training records of the individuals on their project. The PI may contact ORA for verification of in-person or CITI trainings completed.

E-6. NIH requirements. For NIH projects that require RCR training (see section D-3), the PI must include an RCR training plan with the grant proposal. Online instruction alone is not acceptable for an NIH RCR training plan. An acceptable training plan generally involves at least eight contact hours between trainees/fellows/scholars/participants and the participating faculty. The RCR training plan will be evaluated by NIH as part of the peer review process. The PI is responsible for implementing the training plan and maintaining all documentation pertinent to the training plan.

E-7. NSF Requirements. A discussion of how PIs provide RCR training to their students and postdoctoral scholars is required for the Public Outcomes Report required by the NSF.

F. Contact Information

Office of Research Assurances (ORA)

Phone: (208) 885-6162

Email: rcr@uidaho.edu

G. Related University Policies

Faculty-Staff Handbook:

[FSH 2300 - Student Code of Conduct](#)

[FSH 3170 - University Ethics](#)

[FSH 3230 - Scientific Misconduct](#)

[FSH 5200 - Human Participant Research](#)

[FSH 5300 - Copyrights, Protectable Discoveries, and Other Intellectual Property Rights](#)

[FSH 5700 - Research Data](#)

[FSH 6240 - Conflicts of Interest or Commitment](#)

Administrative Procedures Manual:

[APM 35.11 - Biohazard Safety](#)

[APM 35.40 - Hazardous Waste Management](#)

[APM 45.01 - Animal Care and Use](#)

[APM 45.19 - Export Controls, U.S.](#)

[APM 45.20 - Select Agents and Toxins](#)



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title:

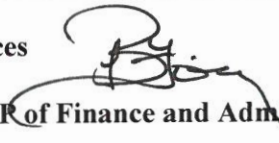
Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **APM 50.03 How to Prepare Electronic personnel Action Forms (EPAFs)**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator: **Brandi Terwilliger, Director of Human Resources**

 **3-29-23**

Policy Sponsor, if different from Originator: **Brian Foisy, VP of Finance and Administration**

Reviewed by General Counsel Yes X No Name & Date: **Kim Rytter, 8-10-22**

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
Update to reflect current processes. Comprehensive review was conducted.
2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
None
3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
The Director of Payroll reviewed and agrees with the changes.
4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

50.03 -- How to Prepare Electronic Personnel Action Forms (EPAFs)

Last updated ~~November 6, 2006~~

A. **General.** All personnel actions such as appointments, terminations or other changes in employment status, including labor distribution, are processed by means of the Electronic Personnel Action Form (EPAF). Departments should appoint employees by creating EPAFs as soon as employment is accepted or status change is approved. If this is not done a full three weeks before the first pay date following an appointment or change in status, the employee's initial direct deposit ~~will~~ may not be received until the second pay date.

B. **Process.** EPAFs are electronic documents which travel through approval queues and are applied directly to the Banner database.

B-1. **Deadlines.** The final deadline for EPAFs is Tuesdays at 5:00 p.m., three weeks prior to the payday. For example, the deadline is 5:00 p.m., ~~7/31/0322~~ for pay received on ~~7/31/0322~~. However, please complete as soon as employment is accepted, or status change is approved. Please refer to the payroll deadline calendar on the Human Resource website at www.uidaho.edu/human-resources/payroll/payroll-calendarshr.uidaho.edu.

B-2. **Academic Year Appointment Pay Periods.** Faculty on a ~~fifty-percent~~ 0.5 FTE or more regular academic year appointment shall have their salary paid over the academic year (19.5 pay periods), ~~twelve months (26 pay periods) as long as there is an expectation for reappointment in the subsequent year. All academic year faculty will have their pay deferred. All academic year faculty who have been grandfathered into deferred pay over the full year need to make that election each year to continue on deferred pay.~~

i) Exception. Faculty and staff on less than ~~fifty-percent~~ 0.5 FTE academic year appointment or on temporary nine-month or mid-year appointments for only one or two semesters shall be paid only over the length of their appointments when there is no expectation of reappointment.

B-3. **Appointment on Holidays.** Unless actual work is performed, appointments shall not commence on a holiday. To receive holiday pay without a work requirement, the individual must be appointed and work the work day prior to the holiday or, if terminating, work the day subsequent to the holiday, ~~if terminating. Whenever, possible, new employees should begin their employment on the first Monday of a pay period.~~

B-4. **Retroactive EPAFs.** For EPAFs that affect previous pay periods, a ~~\$50~~ special check fee may apply. If you are trying to retroactively pay a board-appointed benefits-eligible position, you will need to request a special check from the Payroll Office which will incur a fee. Please consult with Payroll on the current special check fee cost \$50. If the position is not benefits eligible, you can make the adjustment in the employee's next paycheck, costing the department nothing. If the employee cannot wait an additional pay period, departments can request a special check from the Payroll Office for a ~~\$50~~ fee. Special checks are usually processed every Monday with the exception of holidays. ~~the Tuesday following payday Friday.~~

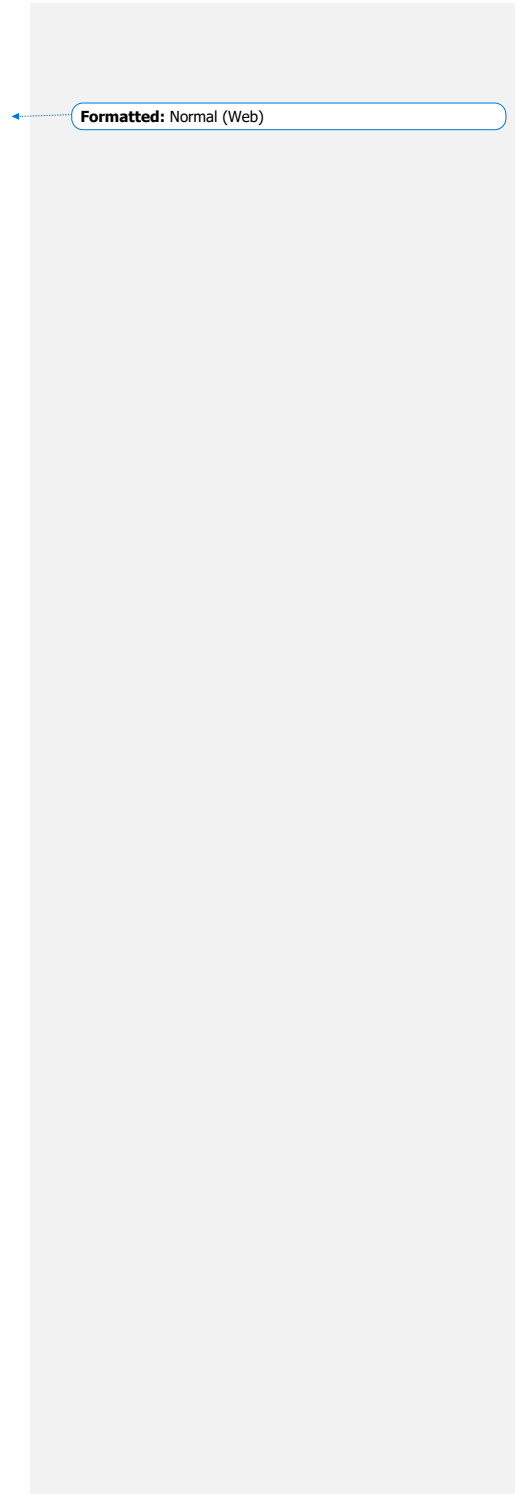
B-5. **Process for Retroactive EPAFs.** For payroll cost transfers affecting past payrolls, the labor redistribution process must be followed. Please visit Payroll Website for instructions. complete a Payroll Cost Transfer Form [See 55.03], include documentation, and send to the Payroll Office, Campus Mail Stop 4345. [Note: If the position is paid on a grant or contract, send it to the Grants and Contracts Office, Campus Mail Stop 3020.]

C. **Procedure.** For instructions on entering an Electronic Personnel Action Form (EPAF), please refer to the Human Resources Information System (HRIS) Module Manual, distributed during the HRIS module training, or at:

<https://www.uidaho.edu/human-resources/managers/banner-epaf>~~http://www.uidaho.edu/banner/hris-~~

D. **Information.** For further information or questions regarding EPAFs, call Employment Services (208) 885-3677~~28~~.

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2023 – 2024 Faculty Senate – Pending Approval**Meeting # 5**

Tuesday, September 19, 2023, 3:30 pm – 5:00 pm

Zoom only

Approved at Mtg #6
Sept 26, 2023

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Miller, Mittelstaedt, Murphy, Raney, Ramirez, Rinker, Roberson, Rode, Schiele, Schwarzlaender, Shook, Tibbals.

Absent: Long (excused), Sammarruca (excused), Strickland, Walsh, Reynolds, McKenna, Mischel.

Guests: John Woods

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #4, September 12, 2023, were approved as distributed.

Chair's Report:

- Today we welcome John Woods, Chief Academic officer and Provost at University of Phoenix. The Faculty Senate is interested in digital learning and innovation at University of Phoenix and academic pathways that can be developed between the two universities. There will be questions after the presentation, and we will schedule more presentations as we move to other topics related to the University of Phoenix.
- Today, we will also discuss boundaries between APM and FSH. This is a global conversation about current and future directions. I hope we will have constructive discussions based on examples of policies where APM and FSH overlap with regard to their impact on faculty – for example, the way APM items related to technology impact education and/or research activities.

Provost's Report:

- A follow-up to a question that came up during a recent discussion with Dean Blaine Eckles about the university childcare center and its utilization – 18% by students, 62% by U of I employees, 10% by the community. Graduate students are considered students, not employees.
- U.S. News & World Report released yesterday a number of significant changes on how rankings are determined. It's good news for us: for example, this is the 4th year in a row UI is ranked No.1 among public universities in the West for Best Value. All rankings for UI can be viewed at <https://www.usnews.com/best-colleges/university-of-idaho-1626>

Announcements from Vice Provost Diane Kelly-Riley:

- We will have a monthly gathering for faculty to meet informally across colleges, exchange ideas, build social relations and share intellectual interests. The first meeting will be Thursday, September 28, 4:30pm to 6:30pm in the ICCU Arena club room. Faculty can bring a guest (must be over 21). These events will continue through the academic year until April, hosted by different colleges. An invite will be sent soon.

Announcements and Communications:

- Provost Lawrence introduced John Woods, Chief Academic Officer and Provost, University of Phoenix (UOPX). Provost Woods will give a town hall style presentation followed by Q&A. Provost Woods started with some background about UOPX and its many years of educating adult learners. UOPX has been a pioneer in online education for adults. Since 1978, the university held continuous regional accreditation from the Higher Learning Commission (HLC). UOPX was the first university to offer fully online programs at the associate degree level. Eventually, it moved away from those programs and into a model of partnership with Community Colleges. Currently, UOPX has 80,000 students, following a drop in enrollment due to the refocusing of its mission. Provost Woods described the realignment of strategic directions since 2017. They dropped degrees that did not improve job outcomes and aligned 100% of their curriculums with career-relevant skills, through programs that have above-average career projections. The UOPX assessment system was revised accordingly. They created a career exploration tool through which students can look for jobs that match their skill level. The average student at UOPX is 38 years old, works full time, and supports dependents. The university created a plan to reach out to adults with life challenges, which resulted into a higher retention rate than the one for students who do not seek an accommodation. On the average, the UOPX student has three risk factors that can negatively impact progression, retention and graduation rates. The UOPX graduation rate is higher than the national average for students with one risk factor.
In summary, UOPX is a different kind of institution, focused on serving underserved student populations. They published papers in peer-reviewed journals on the improvements they made on required UG math courses. They completed several HLC accreditations.

Question from Provost Lawrence: Shared governance is a hallmark of higher education yet institutions all operate differently. Can you comment on how UOPX faculty work together in a shared governance situation?

Provost Woods: Colleges have College Councils, made of faculty who work on curriculum matters and policies about their programs. An Academic Council, comprising faculty and administrators, approves programs and recommendations for our Board, and institution-wide policies. All courses are built with faculty experts, who are current in their fields. There are many opportunities for faculty to be informed and participate, including internal journals and monthly messages. In response to a follow-up comment from Provost Lawrence about the role of governance in the accreditation process, Provost Woods noted that there was never a problem with governance at the accreditation level.

Question from faculty read by Provost Lawrence: How does UOPX use data to improve curriculums and learning outcomes?

Provost Woods: We have program-level learning goals and university-level learning goals, all of which are measured and tracked.

Question from faculty read by Provost Lawrence: Can you comment on the letter written by three U.S. Senators to President Green asking that he reconsiders the plans to acquire UOPX?

Provost Woods: These senators represent a philosophy that would never support for-profit education. The Department of Education has placed rules for the for-profit institutions that should apply to all institutions. The letter is politically motivated and contains allegations with no evidence to support them. With the Federal Trade Commission (FTC) 2019 case, we settled to avoid a long litigation, but made no admissions of wrongdoing. Senators' letter:

<https://www.durbin.senate.gov/newsroom/press-releases/durbin-warren-blumenthal-warn-university-of-idaho-on-the-dangers-of-purchasing-predatory-for-profit-college-university-of-phoenix>

President Green's response: <https://www.uidaho.edu/-/media/UIdaho-Responsive/Files/president/Communications/phoenix-faq/uoph-senator-response.pdf>

Questions from the floor:

A senator asked about possible competition between the two universities in the online space. Provost Woods replied that competition will not be an issue. U of I and UOPX are different institutions with different student populations, focus and mission, and they are not merging. Provost Woods expects more opportunities than challenges, and more options for the students. Provost Lawrence added that this concern can be addressed in more depth in a follow-up conversation where he can show a comparison of programs.

A senator commented that, although the two universities have different student populations, math proficiency may be a common problem. This area may be an opportunity to share ideas and collaborate.

A senator inquired about the ratio of faculty to administrators at UOPX. Provost Woods replied that they have 150 full-time faculty and 2500 non-faculty employees. Many are in student service offices such as financial aid, to address the needs of 80,000 students. The senator wondered whether this model is financially sustainable. Provost Woods reiterated that many of the non-faculty employees are in student-related roles (such as financial aid and academic counseling). For 13 years in a row, they have reduced the number of staff due to declining enrollment. UOPX is financially healthy and always had a surplus. This year, they had revenue in excess of \$160M over expenses. (Comment from Provost Lawrence: there may be some confusion between definitions of staff and administrators.)

A senator inquired whether faculty are given constraints on their course content, and whether UOPX would have to follow the restrictions imposed by Idaho state law, if affiliated with the U of I. John Woods responded that, as a self-funded university, UOPX is not part of the Idaho system and, thus, will not have to follow the same rules.

To reiterate: this transaction is an affiliation, not a merger. There will be opportunities to work together and share best practices as we choose to.

Chair Gauthier thanked John Woods for his visit and for sharing very useful information.

- Open Forum: Separation between APM and FSH – Rationale and process
There was some discussion about the scope of what we are trying to do. Should we identify specific policies in APM which impact faculty but are nevertheless approved outside faculty jurisdiction? APM 70.02 and APM 50.53-A.1 were mentioned as examples, as well as the phone policy with respect to safety in laboratories. More broadly, it's a global concern about the approval process, and faculty not being involved in making decisions about their work conditions. When Francesca and Diane W. are both back, we hope to have them come and discuss the process and potentials for different ways of doing APM/FSH. At present, knowing what concerns/problems exist is helpful.

Chair Gauthier recalled the request by some faculty at the recent UFM to survey the degree of faculty approval/disapproval of the UOPX affiliation. Some senators emphasized the need for additional clarity on several topics, such as the U of I legal liability on alleged UOPX wrongdoing, if any were proved. Also, we should put our data and those from UOPX side by side and compare them in a meaningful way. Provost Lawrence will respond to these questions next week.

New Business:

Vice Chair Haltinner gave a brief update on the status of FSH 1640 committees.

Adjournment:

The agenda being completed, Chair Gauthier adjourned the meeting at 5:00 pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting # 5

Tuesday, September 19, 2023 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #4 September 12, 2023 **Attach. #1**
- III. Chair’s Report
- IV. Provost’s Report
- V. Announcements and Communications
 - University of Phoenix - John Woods, Chief Academic officer and Provost, University of Phoenix. Presentation and Q&A
 - Open Forum: Separation between APM and FSH – Rationale and process
- VI. New Business
 - University Committee Review
- VII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #4 (September 12, 2023)

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 4

Tuesday, September 12, 2023, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Miller, McKenna, Mischel, Mittelstaedt, Murphy, Raney, Ramirez, Rinker, Roberson, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Tibbals, Strickland

Absent: Miller, Reynolds, Walsh

Guests/speakers: Ken Udas

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #3, September 5, 2023, were approved as distributed.

Consent Agenda:

- Approval of University Committee Appointments
There were no requests to pull items out for discussion and vote. The consent agenda was approved by unanimous consent.

Chair's Report:

- We have several presentations today. One of them is by Torrey Lawrence about the status of higher education. The other one is by Ken Udas about digital initiatives at U of I. The goal is to share more information and details about where we are and to help us think about next steps.
- We will break down the complex landscape of the University of Phoenix transaction into several categories starting with a focus on academic issues. We plan to focus on financial elements, public relations aspects, and other topics later in the fall. Other issues are equally important, but the best approach when facing a complex and novel situation is to break it into smaller issues.
- We have invited John Woods - Provost and Chief Academic Officer for University of Phoenix - to the Senate meeting next week, September 19.
- I think it is important that all opinions are represented, so please send your academics-focused questions by Friday. We want to give John Woods the opportunity to prepare his presentation and address your questions. We will schedule more presentations as we move to other topics.

Provost's Report:

- This week, no new questions about the University of Phoenix were received.
- September is Katy Benoit Safety Awareness Month. Please make a note of the following events:
 - Wednesday, September 13, 7 – 9pm: "Take Back the Night" march.
<https://www.uidaho.edu/diversity/edu/womens-center/events/take-back-the-night>
 - Tuesday, September 19, at 7pm, in the International Ballroom: Katy Benoit Campus Safety Forum Keynote Address.

Status of Higher Education – Torrey Lawrence, Provost and Executive Vice President

Many factors are contributing to changes in Higher Education, such as: decrease in state funding; increase in cost; widely available choices between education and job preparation/training; the typical age of a student entering college is no longer between 18 and 22 years. We need to be fully aware of these changes and trends because they are impacting us.

The slides are a sub-selection from a presentation given at the ACE conference. The Provost shared data covering 50 years of Carnegie classification, starting from 1973, and 150 years of US high school (HS) graduation data. Following the 2008-09 recession, the birth rate dropped sharply. We are looking at 15 years of no growth as the number of 2030 HS graduates returns to 2015 levels.

The Provost displayed 150 years of enrollment data by gender. At the U of I, 53% of the students are female, which is within the national trends. At the U. of Phoenix, 70% are female. Private for-profit institutions make up about 5% of enrollments.

Schools are changing the way they teach, offering online, hybrid or on-campus classes, and projections indicate that online education will continue to grow. Naturally, this is driving the massive growth of online universities.

Another factor contributing to changes in Higher Ed is the increase in alternative credentials, of which a large spectrum is now available in many schools. 100M learners spend more than \$10B each year on micro and alternative credentials. U of I offers some, but they are not a major component.

Google Career Certificates: 6.3M learners have participated. Data covering 150 years of Higher Ed conferrals shows a rise in non-degree credentials. This area is a growth opportunity for us.

Discussion:

A Senator argued that, if we decided to make changes based on these data, we may miss the broader picture and take the wrong path. Provost Lawrence agreed that the facts presented above are not meant to be driving all decisions. But we need to be informed and aware of the landscape, so that we may join some of those efforts if we believe they are beneficial to us. Understanding this landscape will help us understand future opportunities better.

Vice Chair Haltinner commented on the importance to push back against anti-higher education political messages that may discourage college enrollment.

Sustainability Certificate

- Chair Gauthier gave a summary of the issue. The motion to be voted on was placed in the chat and read aloud by the Secretary: *“Move to appoint the existing interdisciplinary faculty-led committee as an ad-hoc program committee to serve as the ‘relevant unit and college’ authorized to submit curricular proposals per FSH 4120-E. This committee shall be empowered to propose the UG Academic Certificate in Sustainability to the University Curriculum Committee as a University-Wide Program, and to set its initial curriculum.”*

Moved to approve (Mittelstaedt, Long).

Vote: 21/23 yes; 2/23 no. Motion passes.

Task Force Proposal from Senate priorities as Emerged from the Senate Retreat

- Vice Chair Haltinner reviewed the process that was agreed upon at the retreat. At the retreat, senators brainstormed on potential priorities for the year, resulting in a list of about 80 items. Additional feedback and votes were collected by email. Based on that, the list was narrowed down to about 8 – 9 priorities, to be assigned to nine standing committees and four senate task forces. At this meeting, we’ll finalize senate task forces and their charges.
 - Employee Retention Task Force (Priorities: Campus Climate Survey; Retaining employees; Salary raises; Well-Being). Charge: to conduct a campus climate survey to

- assess employees' needs; Based on that survey, work with FSL, FAC, and FSPG to propose policy changes, with special attention to salary raises and employee welfare.
- Employee Benefits Task Force (Priority: Improvement of Dependent Tuition Waiver). Charge: Assess peer institutional practices; assess U of I specific contexts, needs, constraints; work with the Finance Office to meet needs in light of constraints. Currently, only one dependent at a time can receive the tuition waiver benefit. Staff Council is also very interested in working with Senate towards an extension of the benefit.
 - Boundary of APM/FSH Task Force (Priority: Faculty involvement in policy and procedures involving employees). Charge: work to improve current practices; work with the Provost Office and other entities on ways to include employees in future decisions that concern them.
 - University of Phoenix. Charges still to be determined.

Discussion:

Provost Lawrence noted that the results of the “Great Colleges to Work for” survey should come out very soon. It’s something to be aware of, to avoid potential overlap. Vice Chair Haltinner recalled that the idea was to ask questions that weren’t covered in the “Great Colleges to Work for” survey, and also to cover more university-specific aspects. With regard to the “salary raises” priority, the Provost noted that we have the Staff Compensation Committee (SCC). Some may remember that SCC came to Senate last year to present their proposal for CEC.

A Senator thought that the “APM/FSH Boundary” task force should have a clearly defined and pointed charge. Several Senators agreed that the scope should be broader than looking into specific policies: people are interested in whether the decision-making process about APM items is working. The broader charge should be to come up with a mechanism through which one can identify proposed APM policies that impact teaching or research and, thus, faculty in the execution of their responsibilities, and whether parts of those policies may be best housed in FSH. How are APM items modified? Is the process consistent with the Constitution of the University Faculty?

There was a general consensus that specific technology policies, such as APM 30.16, should be left to the Information Technology Committee.

- Moved to vote *yes* or *no* to the creation of each individual task force (Haltinner, Mittelsteadt).
 - Employee Retention Task Force
22/23 yes; 1/23 no. Motion passes.
 - Employee Benefits Task Force
22/23 yes; 1/23 no. Motion passes.
 - Boundary of APM/FSH Task Force
18/23 yes; 5/23 no. Motion passes.

Announcements and Communications:

- Digital Learning Initiatives at University of Idaho - Ken Udas, Vice Provost for Digital Learning

Vice Provost Udas emphasized that he is always open to questions and comments. He introduced Nicole Remi, Program Manager.

Today, he will provide an overview of digital learning initiatives (DLI) his office has worked on or is working on. Digital Learning (DL) was established about two years ago, following the recommendations from a White Paper put together by a DL working group.

Over the past couple of years, the office received several requests from various groups/units/deans interested in developing digital programs.

They do market research and gather information on, for instance, other schools who may have or are developing similar programs.

They provide support with use of technology in teaching and learning, and work on online infrastructural capacities.

For some programs, they can provide financial support in the form of seed funds. For instance, they helped fund a program in COS and one in CBE. It's a four-year commitment to provide seed funds for more systemic needs, such as faculty lines.

They provide support for individual classes, typically under the Gen Ed portfolio. They help the university comply with current state and federal regulations and stay in touch with state initiatives, such as Online Idaho. They deliver market research forecasting. They work with bodies that provide support in teaching and learning, such as CETL. Lately, they worked closely with Virtual Technology and Design (VTD), where they had the opportunity to work with Jean-Marc Gauthier. Jean-Marc and his team developed an educational support system for virtual labs.

Currently, they are working with six colleges on various ideas. Overall, they work across the university to help move things forward.

One of the larger efforts is CAPE (Continuing Adult Professional Education). They help streamline and simplify traditional processes to facilitate the engagement of non-traditional learners. They plan to provide a robust set of programs for adult learners by Spring 2024.

Discussion:

A Senator had a question about certificates. As certificates are becoming increasingly popular, should we expand them and/or introduce more of them? Also, if companies are interested in those certificates for prospective employees, what's the best way to bring together the industry and the university? Reply by Provost Lawrence: There are several different types of certificates that are allowed by the SBOE, many of which are 12-credit certificates (roughly 50% of a minor). Some institutions have introduced "stackable certificates," that can add up to a degree. This fall, CBE is offering an online BBA degree which is a combination of certificates. In this way, students have more customizable options to focus on particular areas and have the flexibility not to pursue a degree. This lets us build more flexible options using what we already have. As for the second part of the question: Some employers require traditional classes and credits (INL is an example of those). On the other side, programs like CAPE, just mentioned by Vice Provost Udas, offer training that doesn't result in academic credits or credentials, but fulfills the training requested by the company. We have a lot of options and opportunities.

- APM 30.16 update

Chair Gauthier pointed to the memo from President Green attached to the agenda.

Discussion:

Going back to the previous conversation about APM/FSH, a Senator reiterated that we should focus on a way to track processes and how well they are working. Now that some time has gone by since implementation of current APM 30.16, we should invite Dan Ewart to talk about how the policy is functioning across campus.

New Business:

Phones/Teams – Tim Murphy, College of Law

Senator Murphy reported concerns from his constituents about the phone/Teams changes. From a practical standpoint, a phone has a function. Giving out the department phone number is not a solution, because we don't have receptionists. But there are also concerns of a different nature. Being required to provide a business reason for keeping a phone is found to be inappropriate. It is a shared governance issue as well. Per FSH 1520, we should be able to have a discussion and a vote about our working conditions, including access to standard office equipment and a phone.

Adjournment:

The agenda being completed, Chair Gauthier adjourned the meeting at 5:00 pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

2023 – 2024 Faculty Senate – Pending Approval
Meeting # 6

Approved at Mtg #7
October 3, 2023

Tuesday, September 26, 2023, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Miller, Mittelstaedt, Murphy, Rode, Ramirez, Rinker, Roberson, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Tibbals, Strickland, McKenna.
Absent: Mischel, Raney, Reynolds

Guests: Teresa Amos

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #5, September 19, 2023, were approved as distributed.

Chair's Report:

- Today's guest is Teresa Amos, Deputy Director, IT Planning and Initiatives. Since COVID, technology and information technology have evolved very quickly and are having more impact on our activities. For example, video conferencing and artificial intelligence (AI) have a greater impact on teaching and learning, as well as on administrative tasks. I think we'll have an interesting discussion after Teresa's presentation on our short-term and long-term goals with technology.
- Last week, we had John Woods at Senate for a very insightful discussion. As we move forward with this affiliation, we see potential and, at the same time, we learn how our respective cultures are different.

Provost's Report:

- The possible government shutdown may impact federally funded programs. Please reach out to ORED if you have questions or need assistance.
- President Green would like to see a refocusing on student success initiatives. Several of our standing committees may be suitable, so we'll form a group with members from multiple committees, and Faculty Senate presence. A call for nominations will be sent soon.
- Borah Symposium:
 - Tonight, 7:00pm at the Kenworthy Theater. Film: "Putin's Attack on Ukraine: Documenting War Crimes."
 - Wednesday, September 27, at 7pm, International Ballroom, Plenary Address – Dirk Kempthorne, former Governor of Idaho and former US Secretary of the Interior.
- We will have a monthly gathering for faculty to meet informally across colleges, exchange ideas, build social relations and share intellectual interests. The first meeting will be Thursday, September 28, 4:30pm to 6:30pm in the ICCU Arena club room.
- Monday, October 17, at 7pm: Common Read Lecture. Author Florence Williams will be present.

Proposed Changes and Additions to the Faculty and Staff Handbook:

- FSH 1565 Academic Ranks and Responsibilities and FSH 1520 Constitution of the University Faculty
The Faculty Secretary gave a brief background for this proposal. At the Faculty Senate meeting of April 4, 2023, FAC presented revisions on:
 - FSH 1565 Academic ranks and responsibilities – A-1, cap on instructors, senior instructors and lecturers; and G-1 & G-2, to align with simultaneously revised FSH 1520.
 - FSH 1520 Constitution of the University Faculty Article II Section 1, to clarify that voting rights arise from faculty rank, so that non-faculty in administrative roles do not have voting rights, and to resolve conflict with FSH 1565 regarding the terms on which visiting faculty and lecturers are granted voting rights.

Both policies passed Senate on April 4, 2023. FSH 1565 was voted down at the May 2023, UFM, and FSH 1520 was rejected by President Green due to inconsistency with G-1, G-2.

Today, Faculty Senate Leadership is proposing a new motion: to approve the whole package as presented at the 04/04/2023 with the deletion of the changes made to FSH A-1.

Discussion:

Some senators detected inconsistency between FSH 1565 G-2 and FSH 1520 II-1: in FSH 1565 G-2, two different kinds of visiting faculty are defined, but not in FSH 1520 II-1. The Secretary disagrees: “*Visiting Faculty*” is defined in FSH 1565 G-2 as visitors who have a home institution to return to, and their voting rights are clearly stated in FSH 1520 II-1. From FSH 1565 G-2, “*a visiting appointee who does not hold a professorial rank elsewhere*” belongs to a different category and “*shall be subject to the requirements for lecturers to qualify for voting rights.*” The voting rights for lecturers and, thus, for “*a visiting appointee who does not hold a professorial rank elsewhere*” are stated in FSH 1520 II-1. A senator suggested including, also in FSH 1520 II-1, the definition of “*a visiting appointee who does not hold a professorial rank elsewhere.*”

After some discussion, Senator Long proposed to amend FSH 1565 G-2 to read: “**G-2. VISITING FACULTY.** *A designation that indicates that the appointee holds a regular teaching or research position at another institution.*” Seconded by Murphy.

Vote to approve the amendment: 22/22 yes, 0/22 no. Motion to amend passes.

Motion to approve the main motion with amendment (Long, Mittelsteadt).

Vote on the amended main motion: 22/22 yes, 0/22 no. Motion passes.

Announcements and Communications:

- Teresa Amos, Deputy Director, IT Planning and Initiatives
 - APM 30 Series Policies Updates
In response to a question from Chair Gauthier, Teresa Amos replied that OIT has no near-future plans to major updates on APM.
 - APM 30.16 and Exceptions
Although the matter with the Senate request to the President to temporarily suspend APM 30.16 is closed, there are still related issues that faculty are asking about. For instance: last year, Vice President Ewart said his team needed six months to go through the transition, after which point the system will work much better. It was requested that we have an update on how things are going? This request would be for the non-average needs involving, in particular, the researchers who are unhappy with APM 30.16, are satisfaction data being collected and tabulated? As a follow-up, the Secretary added that a standard customer satisfaction survey would not address the present question. It is a fact that over 90% of U of I employees are happy with the policies and procedures in APM 30.16. However, it is important to know how the non-standard

needs of faculty are being addressed, and whether the exceptions are being handled successfully and in a timely manner.

Chair Jean-Marc wondered whether a faculty “mediator” might be helpful in the resolution of critical cases, so that the final decision is not just a unilateral one. Teresa Amos will take this idea back to her team.

A Senator expressed concern about the often-lengthy process to access IT help, with no in-person help desk. Students who need to access software for their projects spend excessive time seeking and waiting for help, often for simple questions. The senator wishes there was a way to obtain quick help for simple problems, such as setting up a laptop or accessing software. Their students spend more time trying to access software than using it. Teresa Amos will see about resources to develop a support system for these circumstances.

A senator reported long waiting after submitting a ticket. The senator opined, The OIT centralized model, introduced for the sake of cost saving, seems to impact quality of service. He also stated, It’s hard to understand the responsibility structure and to identify the right person to contact. Teresa Amos will get clarification on tickets and timelines.

- Faculty Data Privacy

Faculty are concerned that applications such as Teams and Duo on private phones give Microsoft access to private data.

Teresa Amos explained that, if one uses Microsoft products (Outlook, Teams, etc..), the data stays within the U of I system. If one deletes the application from their private phone, the data disappears from the phone and stays on the university server. However, if one uses a native email application, the data on their personal cellphone and the university data become mingled, and the person may be at risk for public record request. In summary, if one uses Microsoft applications and signs in with U of I credentials, their data stays within the U of I protected environment.

- University of Phoenix (UOPX) Discussion

Provost Lawrence will address some of the questions submitted by faculty after last week’s John Woods’ presentation.

- If it’s not a merger, what is it?

It is definitely not a merger. It’s an arrangement that leaves both institutions independent and distinct. For example, there will be no combined logo. Our Governing Board created an entity, named “43 Education.” This is a non-profit organization that will purchase the assets of UOPX. 43 Education will have its Board of Directors, to act as UOPX Board of Directors. They will be appointed by our Board of Regents. When the transaction is done, the role of the former owners ends. Affiliation is addressed after all of the above is completed. At this time, the focus is on getting through the transaction.

- Why this affiliation?

It will benefit both institutions. For UOPX, the key element is that they want to become non-profit, which is very difficult to do on their own. The profit that went to their previous owners and the taxes paid as a for-profit will now benefit both institutions and can be invested in programs, students, etc. Also, we can learn from UOPX about online education and strategies to best serve non-traditional learners.

- What's the actual revenue stream we hear about? How does the money actually change hands?
It will be part of the stipulations in the agreement. Non-profit institutions can give money to each other, like what happens with our Foundation. How revenue stream moves to U of I will be stipulated in the agreement.
- What about potential risks and liabilities?
The liabilities will belong to 43 Education. The due diligence was extensive and calculated risks that were considered when finalizing the transaction. Provost Lawrence will come back with more information.
- Is it possible that the State will allocate less money to the U of I, because of the new revenue?
We can't predict what our legislature will do. They reconsider our budgets annually.
- Why U of I and not another, more comparable, institution?
Our missions align well. As a public and land grant institution, we serve the entire population, which connects with the non-traditional population UOPX is serving. This is a key common point we can capitalize on. We see opportunities to gain from this affiliation. They also see opportunities to learn from us through this affiliation.
- What are the net steps?
They include approval from accreditors, finalizing transactional details, the 43 Education Board of Directors has to be finalized; the bonding process; the closing process; then we enter a post-closing phase.

Time is coming to an end. On behalf of Vice Chair Haltinner, Chair Gauthier reminded everyone that many faculty have expressed interest in a survey about the degree of approval of the UOPX affiliation. Vice Chair Haltinner invites everyone to think about suitable questions and, generally, the nature of the survey, to be discussed next week.

Adjournment:

The agenda not being completed, Chair Gauthier asked for a motion to adjourn. So moved (Roberson, Long). Meeting adjourned at 4:59pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting # 6

Tuesday, September 26, 2023 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #5 September 19, 2023 **Attach. #1**
- III. Chair’s Report
- IV. Provost’s Report
- V. Proposed Changes and Additions to the Faculty Staff Handbook
 - FSH 1565 Academic Ranks and Responsibilities **Attach. #2** and FSH 1520 Constitution of the University Faculty **Attach. #3**
- VI. Other Announcements and Communications
 - Teresa Amos, Deputy Director, IT Planning and Initiatives
 - APM 30 Series Policies Updates
 - APM 30.16 and Exceptions
 - Faculty Data Privacy
 - University of Phoenix Discussion
 - Survey for Opinions Surrounding University of Phoenix
 - Modality, Scope of Survey & Eligibility
 - Parking Permits Discussion
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #5 (September 19, 2023)
- **Attach. #2** FSH 1565 Academic Ranks and Responsibilities
- **Attach. #3** FSH 1520 Constitution of the University Faculty

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 5

Tuesday, September 19, 2023, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Miller, Mittelstaedt, Murphy, Raney, Ramirez, Rinker, Roberson, Rode, Schiele, Schwarzlaender, Shook, Tibbals.

Absent: Long (excused), Sammarruca (excused), Strickland, Walsh, Reynolds, McKenna, Mischel.

Guests: John Woods

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #4, September 12, 2023, were approved as distributed.

Chair's Report:

- Today we welcome John Woods, Chief Academic officer and Provost at University of Phoenix. The Faculty Senate is interested in digital learning and innovation at University of Phoenix and academic pathways that can be developed between the two universities. There will be questions after the presentation, and we will schedule more presentations as we move to other topics related to the University of Phoenix.
- Today, we will also discuss boundaries between APM and FSH. This is a global conversation about current and future directions. I hope we will have constructive discussions based on examples of policies where APM and FSH overlap with regard to their impact on faculty – for example, the way APM items related to technology impact education and/or research activities.

Provost's Report:

- A follow-up to a question that came up during a recent discussion with Dean Blaine Eckles about the university childcare center and its utilization – 18% by students, 62% by U of I employees, 10% by the community. Graduate students are considered students, not employees.
- U.S. News & World Report released yesterday a number of significant changes on how rankings are determined. It's good news for us: for example, this is the 4th year in a row UI is ranked No.1 among public universities in the West for Best Value. All rankings for UI can be viewed at <https://www.usnews.com/best-colleges/university-of-idaho-1626>

Announcements from Vice Provost Diane Kelly-Riley:

- We will have a monthly gathering for faculty to meet informally across colleges, exchange ideas, build social relations and share intellectual interests. The first meeting will be Thursday, September 28, 4:30pm to 6:30pm in the ICCU Arena club room. Faculty can bring a guest (must be over 21). These events will continue through the academic year until April, hosted by different colleges. An invite will be sent soon.

Announcements and Communications:

- Provost Lawrence introduced John Woods, Chief Academic Officer and Provost, University of Phoenix (UOPX). Provost Woods will give a town hall style presentation followed by Q&A. Provost Woods started with some background about UOPX and its many years of educating adult learners. UOPX has been a pioneer in online education for adults. Since 1978, the university held continuous regional accreditation from the Higher Learning Commission (HLC). UOPX was the first university to offer fully online programs at the associate degree level. Eventually, it moved away from those programs and into a model of partnership with Community Colleges. Currently, UOPX has 80,000 students, following a drop in enrollment due to the refocusing of its mission. Provost Woods described the realignment of strategic directions since 2017. They dropped degrees that did not improve job outcomes and aligned 100% of their curriculums with career-relevant skills, through programs that have above-average career projections. The UOPX assessment system was revised accordingly. They created a career exploration tool through which students can look for jobs that match their skill level. The average student at UOPX is 38 years old, works full time, and supports dependents. The university created a plan to reach out to adults with life challenges, which resulted into a higher retention rate than the one for students who do not seek an accommodation. On the average, the UOPX student has three risk factors that can negatively impact progression, retention and graduation rates. The UOPX graduation rate is higher than the national average for students with one risk factor.
In summary, UOPX is a different kind of institution, focused on serving underserved student populations. They published papers in peer-reviewed journals on the improvements they made on required UG math courses. They completed several HLC accreditations.

Question from Provost Lawrence: Shared governance is a hallmark of higher education yet institutions all operate differently. Can you comment on how UOPX faculty work together in a shared governance situation?

Provost Woods: Colleges have College Councils, made of faculty who work on curriculum matters and policies about their programs. An Academic Council, comprising faculty and administrators, approves programs and recommendations for our Board, and institution-wide policies. All courses are built with faculty experts, who are current in their fields. There are many opportunities for faculty to be informed and participate, including internal journals and monthly messages. In response to a follow-up comment from Provost Lawrence about the role of governance in the accreditation process, Provost Woods noted that there was never a problem with governance at the accreditation level.

Question from faculty read by Provost Lawrence: How does UOPX use data to improve curriculums and learning outcomes?

Provost Woods: We have program-level learning goals and university-level learning goals, all of which are measured and tracked.

Question from faculty read by Provost Lawrence: Can you comment on the letter written by three U.S. Senators to President Green asking that he reconsiders the plans to acquire UOPX?

Provost Woods: These senators represent a philosophy that would never support for-profit education. The Department of Education has placed rules for the for-profit institutions that should apply to all institutions. The letter is politically motivated and contains allegations with no evidence to support them. With the Federal Trade Commission (FTC) 2019 case, we settled to avoid a long litigation, but made no admissions of wrongdoing. Senators' letter:

<https://www.durbin.senate.gov/newsroom/press-releases/durbin-warren-blumenthal-warn-university-of-idaho-on-the-dangers-of-purchasing-predatory-for-profit-college-university-of-phoenix>

President Green's response: <https://www.uidaho.edu/-/media/UIdaho-Responsive/Files/president/Communications/phoenix-faq/uoph-senator-response.pdf>

Questions from the floor:

A senator asked about possible competition between the two universities in the online space. Provost Woods replied that competition will not be an issue. U of I and UOPX are different institutions with different student populations, focus and mission, and they are not merging. Provost Woods expects more opportunities than challenges, and more options for the students. Provost Lawrence added that this concern can be addressed in more depth in a follow-up conversation where he can show a comparison of programs.

A senator commented that, although the two universities have different student populations, math proficiency may be a common problem. This area may be an opportunity to share ideas and collaborate.

A senator inquired about the ratio of faculty to administrators at UOPX. Provost Woods replied that they have 150 full-time faculty and 2500 non-faculty employees. Many are in student service offices such as financial aid, to address the needs of 80,000 students. The senator wondered whether this model is financially sustainable. Provost Woods reiterated that many of the non-faculty employees are in student-related roles (such as financial aid and academic counseling). For 13 years in a row, they have reduced the number of staff due to declining enrollment. UOPX is financially healthy and always had a surplus. This year, they had revenue in excess of \$160M over expenses. (Comment from Provost Lawrence: there may be some confusion between definitions of staff and administrators.)

A senator inquired whether faculty are given constraints on their course content, and whether UOPX would have to follow the restrictions imposed by Idaho state law, if affiliated with the U of I. John Woods responded that, as a self-funded university, UOPX is not part of the Idaho system and, thus, will not have to follow the same rules.

To reiterate: this transaction is an affiliation, not a merger. There will be opportunities to work together and share best practices as we choose to.

Chair Gauthier thanked John Woods for his visit and for sharing very useful information.

- Open Forum: Separation between APM and FSH – Rationale and process
There was some discussion about the scope of what we are trying to do. Should we identify specific policies in APM which impact faculty but are nevertheless approved outside faculty jurisdiction? APM 70.02 and APM 50.53-A.1 were mentioned as examples, as well as the phone policy with respect to safety in laboratories. More broadly, it's a global concern about the approval process, and faculty not being involved in making decisions about their work conditions. When Francesca and Diane W. are both back, we hope to have them come and discuss the process and potentials for different ways of doing APM/FSH. At present, knowing what concerns/problems exist is helpful.

Chair Gauthier recalled the request by some faculty at the recent UFM to survey the degree of faculty approval/disapproval of the UOPX affiliation. Some senators emphasized the need for additional clarity on several topics, such as the U of I legal liability on alleged UOPX wrongdoing, if any were proved. Also, we should put our data and those from UOPX side by side and compare them in a meaningful way. Provost Lawrence will respond to these questions next week.

New Business:

Vice Chair Haltinner gave a brief update on the status of FSH 1640 committees.

Adjournment:

The agenda being completed, Chair Gauthier adjourned the meeting at 5:00 pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition x Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 1565 FACULTY RANKS AND RESPONSIBILITIES**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Alistair Smith, FAC Chair

Policy sponsor, if different from originator: Diane Kelly-Riley, Vice Provost for Faculty

Reviewed by General Counsel: Yes No Name & Date: Kim Rytter, 3/27/23

Comprehensive review? Yes No

1. Policy/Procedure Statement: Briefly explain the reason for the proposed change.

Changes made to A-1. Introduction to revise cap on instructors, senior instructors, and lecturers, and to G-1. Lecturer and G-2 Visiting Faculty to align with revised FSH 1520.

2. Fiscal Impact: What fiscal impact, if any, will this change have?

None.

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 1520

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

1565

ACADEMIC RANKS AND RESPONSIBILITIES

CONTENTS:

- A. Introduction
- B. Definitions
- C. Responsibility Areas
- D. University Faculty
- E. Emeriti
- F. Associated Faculty
- G. Temporary Faculty
- H. Non-Faculty
- I. Qualification of Non-faculty Members for Teaching UI Courses

A. INTRODUCTION.

A-1. The principal functions of a university are the preservation, advancement, synthesis, application, and transmission of knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The University of Idaho, therefore, strives to recruit and retain distinguished faculty members with outstanding qualifications.

In order to carry out its functions and to serve most effectively its students and the public, the university supports the diversification of faculty roles. Such diversification ensures an optimal use of the university's faculty talents and resources.

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty to meet the varying responsibilities placed upon the institution, both internally and externally. No more than 25 percent, or a lower limit as defined by the department or similar unit's bylaws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head's decision to the Faculty Appeals Hearing Board [FSH [3840](#)].

As indicated in Section 3320 A-1, faculty performance evaluations that are used for yearly, third-year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members' annual position descriptions (FSH 3050). Each unit will develop substantive criteria in its bylaws for promotion and review of its faculty

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170).

B. DEFINITIONS:

B-1. Advancement: focuses on fostering relationships, building partnerships, creating awareness and generating support with alumni, donors, leaders, business partners, legislators and the community for the university's mission in academics, scholarship and outreach (see the office of University Advancement at <http://www.uidaho.edu/givetooidaho/meetourpeople/universityadvancementvpoffice.aspx>).

B-2. Cooperative education: a structured educational strategy that blends classroom studies with learning through

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productive work experiences. It provides progressive experiences for integrating theory and practice. Co-op education (including internships and externships) is a partnership between students, educational institutions and employers, with specified responsibilities for each party.

B-3. Distance education: the process through which learning occurs when teachers, students, and support services are separated by physical distance. Technology, sometimes in tandem with face-to-face communication, is used to bridge the distance gap.

B-4. Extension Service: Extension is an outreach activity that generally involves non-formal educational programs that transfer knowledge from the university to help improve people's lives through research in areas like agriculture and food, environment and natural resources, families and youth, health and nutrition, and community and economic development.

B-5. Extramural Professional Service: refers to activities that extend service beyond the university and can include elements of service, outreach, scholarship, and/or teaching.

B-6. Interdisciplinary: "an activity that involves teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice."¹

B-7. Professional Development: a learning process that expands the capacity of the faculty member to advance in the responsibilities as defined in his/her position description and aligns with the university's goals. Examples include but are not limited to participation in conferences, continuing professional education (including credit and noncredit courses) and other activities that enhance a faculty member's expertise and ability.

B-8. Service learning: an activity that integrates student learning with service and civic engagement to meet real community needs and achieve learning outcomes. Service-learning can be used in curricular settings (i.e. academic courses) or co-curricular settings, (e.g. ASUI's volunteer/civic engagement programs).

B-9. Technology transfer: a process through which knowledge, technical information, and products developed through various kinds of scientific, business, and engineering research are provided to potential users. Technology transfer encourages and accelerates testing and using new knowledge, information and products. The benefit of technology transfer may occur either at the community (public) or firm (private) level.

B-10. Unit Administration: includes assisting higher administration in the assignment and in the evaluation of the services of each member of the unit's faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.

C. RESPONSIBILITY AREAS: Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development.⁷

C-1. TEACHING AND ADVISING: The university's goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising and/or mentoring of students.⁷

a. Teaching: Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central

¹ National Academy of Science

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purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description.

Evidence of teaching effectiveness shall include student feedback on teaching, and may include course design reviews, teaching observations, self-assessment, learning outcome assessment data, teaching recognition and awards, mid-term formative feedback on instruction (FSH 2700 B-6), or other documentation of effective teaching. Additional information about evidence of teaching effectiveness can be found through the Provost's Office.

b. Advising: For the purposes of this section, advising includes mentoring and student retention activities. These activities are an important faculty responsibility and a key function of academic citizenship, and may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member's capacity to advise.

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the unit or college; (2) undergraduate or graduate student advisees' evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation.

C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES: Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university's Carnegie designation as "research university high" fosters an emphasis on scholarly and creative activities.

Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Both are ongoing obligations of all members of the faculty.

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member.

a. Scholarship in Teaching and Learning: can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of textbooks, laboratory manuals, or educational software;

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advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants.

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member's peers both at the University and at other institutions of higher learning.

b. Scholarship in Artistic Creativity: involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member's work, such as musical composition, artistic performance, creative writing, mass media activity, or original design.

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries.

c. Scholarship in Discovery: involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers.

Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member's work by other professionals in the field; published reviews and commentary about a faculty member's work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member's discipline or sub-discipline.

d. Scholarship of Integration: often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner.

e. Scholarship of Outreach/Application/Engagement: These activities apply faculty members' knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include economic development, environmental sustainability, stimulation of entrepreneurial activity, integration of arts and sciences into people's lives, enhancement of human well being, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member's work.

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C-3. OUTREACH and EXTENSION: Outreach activities are originated by every unit on UI's Moscow campus and from each of the University's physical locations around the state.

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities; and (e) undergraduate and graduate student recruiting activities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, workshops, presentations, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member's position description specifies where his or her activities will be counted.

Evidence of effective outreach activities may include, but are not limited to, (1) documentation of the process by which needs were identified and what steps were taken to deliver carefully planned and implemented programs; (2) numbers of individuals and types of audiences affected; (3) evaluation by participants in outreach activities; (4) other measures of significance to the discipline/profession, state, nation, region and/or world; (5) quantity and quality of outreach publications and other mass-media outlets; (6) evaluation of the program's effects on participants and stakeholders; (7) awards, particularly those involving peer evaluation; (8) letters of commendation from individuals within organizations to whom service was provided; (9) service in a leadership role of a professional or scientific organization as an officer or other significant position; and (10) other evidence of professional service oriented projects/outputs.

C-4. UNIVERSITY SERVICE AND LEADERSHIP: The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect.

a. Intramural service is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review.

Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers.

Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation.

b. Administration:

(1) Unit Administration (see FSH 1565 B): FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations.

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(2) Other: Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy.

Demonstration of effective administration may be documented by a variety of means. Examples include: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent's leadership.

D. UNIVERSITY FACULTY (FSH 1520 Article II):

D-1. INSTRUCTOR: Instructors may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Appointment to instructor constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated below. To avoid confusion over university faculty (those who have voting rights per FSH 1520 II, Section 1) the title of Instructor shall not be used in any other university position.

a. Instructor. Appointment to this rank requires proof of advanced study in the field in which the instructor will teach, the promise of teaching effectiveness, and satisfactory recommendations. Instructors have charge of instruction in assigned classes or laboratory sections under the general supervision of the departmental administrator. When they are engaged in teaching classes with multiple sections, the objectives, content, and teaching methods of the courses will normally be established by senior members of the faculty or by departmental committees. Instructors are expected to assist in the general work of the department and to make suggestions for innovations and improvements.

b. Senior Instructor. Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Instructors are promotable to senior instructor. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of reappointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature.

D-2. FACULTY:

a. Assistant Professor. Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared

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responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. [1565 C]

b. Associate Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service. [1565 C]

c. Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major field. A professor will have made major scholarly contributions to his or her field as evidenced by several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, discovery, artistic creativity, and outreach/application/ engagement. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy, and in providing intramural and extramural professional service. [1565 C]

D-3. RESEARCH FACULTY:

a. Assistant, Associate and Professor. Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above.

D-4. EXTENSION FACULTY:

a. Extension Faculty with Rank of Instructor. Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others.

b. Extension Faculty with Rank of Assistant Professor. Appointment to this rank requires a master's degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves.

c. Extension Faculty with Rank of Associate Professor. In addition to the qualifications required of extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical

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application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context.

d. Extension Faculty with Rank of Professor. In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context.

D-5. LIBRARIAN:

a. Librarian with Rank of Instructor. Appointment to this rank requires an advanced degree in library science from a library school accredited by the American Library Association or an equivalent terminal degree and relevant experience and: (a) evidence of potential for successful overall performance and for development as an academic librarian; (b) when required for specific positions (e.g., cataloger, assistant in a subject library), knowledge of one or more subject areas or pertinent successful experience in library work.

b. Librarian with Rank of Assistant Professor. Appointment to this rank requires the qualifications for librarian with rank of instructor and: (a) demonstrated ability, competence, and effectiveness in performing assigned supervisory-administrative, specialized public service, or technical service responsibilities; (b) demonstrated ability to establish and maintain harmonious working relationships with library colleagues and other members of the university community; (c) evidence of professional growth through study; creative activity; participation in workshops, conferences, seminars, etc.; participation in appropriate professional organizations; awareness of current developments in the profession and ability to apply them effectively in the area of responsibility; (d) service to the library, university, or community through committee work or equivalent activities.

c. Librarian with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context.

d. Librarian with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement of an outstanding record of creative librarianship, of effective administration, or of practical application of research resulting in significant publications or comparable productivity; (c) an additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context.

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D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

a. Psychologist with Rank of Instructor. Appointment to this rank requires: an advanced degree in counseling, counseling psychology, clinical psychology, or closely related field earned in a professional program accredited by the appropriate accrediting association; evidence of effective skills in counseling or therapy; and evidence of pursuit of a terminal degree.

b. Psychologist or Licensed Psychologist with Rank of Assistant Professor. Appointment to this rank requires the qualifications for psychologist with rank of instructor and: a doctoral or equivalent terminal degree; evidence of effective skills in counseling or therapy; awareness of current developments in the profession; and demonstrated potential for participation in appropriate professional organizations, service to the Counseling and Testing Center, the university, and the community through teaching, committee membership, or equivalent activities, and the development and execution of research projects or the development and execution of outreach services designed to benefit UI students.

c. Licensed Psychologist with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context.

d. Licensed Psychologist with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context.

D-7. OFFICER-EDUCATION: Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects:

a. Academic Preparation. It is desirable for officer education faculty members to have at least a master's degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors.

b. Specialized Preparation. The officer must have significant education, experience, or formal preparation in the subject areas in which he or she will teach.

c. Military Background and Preparation. A junior officer is expected to have had significant professional performance and experience. It is also desirable that the officer have some formal military education beyond commissioning. A senior officer should have broad experience with excellent performance. He or she is

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expected to have attended a junior or senior military college and to have made a distinguished record there.

d. Teaching. It is desirable for officers to have had some teaching experience. It is recognized that this is not always possible for junior officers. For such an officer, there should be some evidence that he or she will become a satisfactory teacher. Heads of officer education programs are expected to be experienced instructors.

e. Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the required information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors.

f. Appointment:

1. The following information is submitted by the nominee's service: (1) transcripts from undergraduate and graduate academic institutions; (2) transcripts or appropriate records from military schools and staff colleges; (3) at least three letters of recommendation from appropriate sources, such as former professors, military instructors, and supervisors or commanders. These letters should be concerned with matters such as the officer's civilian academic performance, military record and leadership ability, and actual or potential performance as a teacher. (Former supervisors or commanders could give their opinion based on the officer's demonstration of leadership ability and his or her experience as a training officer.); (4) a summary of the officer's duty assignments and military and teaching positions held; (5) copies of favorable communications from the officer's file.

2. The following is provided by the program unit concerned: (1) a description of the military schools attended and courses completed by the nominee; (2) a description of the positions held by the nominee; (3) an explanation of the appropriateness of the officer's experience and training to the courses he or she will teach.

3. Copies of the requested material are distributed by the local unit to the members of the Officer Education Committee at least 72 hours before the meeting at which the committee will consider the nominee. For appointments commencing in the fall, this information should normally be made available not later than the preceding May 1.

4. In the case of a person nominated to head an officer education program, UI may require a personal interview.

5. A minimum of two weeks, after receipt of all required information, is necessary for consideration of the nominee. UI notifies the nominee's service of its decision within one month.

D-8. UNIVERSITY DISTINGUISHED PROFESSOR: Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor² is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship³, outreach, and service. The rank will be held for the remainder of the recipient's active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly

² As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor's name may be added to the title.

³ Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.

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fields at the University. University Distinguished Faculty will receive a stipend of at least \$5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the number of appointments in a given year resides with the President.

a. Selection Criteria: In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work.

University Distinguished Professors will have achieved a superior record in the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; and University service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics.

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service at the University, typically at the rank of Professor.

b. Selection Process: University Distinguished Professorships will be awarded by the president upon recommendation of The University Distinguished Professorship Advisory Committee a standing committee composed of four faculty members and three deans. The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost to serve three-year terms on a staggered basis. Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach.

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually.
2. Written nominations will be submitted to the Provost and must include:
 - a. A nominating letter with a brief summary of the candidate's achievements;
 - b. The candidate's *curriculum vitae*, including a list of any significant previous awards;
 - c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from students, colleagues at the University of Idaho, and/or other institutions. Letters should describe the impact of the nominee on her/his field, evidence of external recognition, and the context of her/his work over the course of her/his employment.
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President.
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no candidates will be selected.
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

D-9. CLINICAL FACULTY: Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted to the ranks of clinical assistant professor, clinical associate professor or clinical full professor.

a. Responsibilities, Privileges, and Rights. A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see [31604000](#)] are extended to members of the clinical faculty. They have the same responsibilities and privileges as university faculty (FSH 1520 II 1)

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Clinical faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service.

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups.

2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

b. Qualifications. Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit.

c. Conversion. Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean, subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university's strategic goals than a tenure-track position.

E. EMERITUS STATUS. (FSH 1520 II.2)

E-1. PURPOSE. Emeritus status benefits both the university and emeriti by providing opportunities for emeriti to maintain ties with faculty members and continue service to the university and community.

E-2. ELIGIBILITY. A board-appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service and attained the rule of 65 (age plus years of service is at least 65) is eligible for emeritus status.

E-3. APPOINTMENT.

1. Faculty must request consideration for emeritus status. This request may be made in the notice of resignation or in a request made directly to the provost. This request may be made along with or at any point following the submission of the letter of resignation. If a faculty member who is eligible for emeritus status under section E-2 does not request consideration for emeritus status in their resignation letter, then their college or department will send a notice to the faculty member asking if they wish to request emeritus status. The college or department will send a similar notice to any eligible faculty who receives a terminal contract due to program closure or similar circumstances.

2. In ordinary circumstances, the provost will grant emeritus status if the eligibility requirements specified in E-2 are satisfied. In exceptional circumstances, the provost may suspend the above eligibility rules and award, deny, or revoke a faculty member's emeritus status with a written notification to the faculty member stating the reasons for the decision and notifying them of the ability to appeal. A faculty member may appeal this decision to the Faculty Senate Chair, Faculty Senate Vice Chair, and Faculty Secretary, where the provost's decision must be upheld by a unanimous vote in order to be enacted. Examples of exceptional circumstances include the reasons outlined in FSH 3910 A-1.

3. A list of emeriti is maintained by the Provost's office.

4. Emeriti are responsible for updating contact information with the university.

E-4. PRIVILEGES.

a. Access. Emeriti continue to have access to research, library, and other UI facilities.

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- b. Participation.** UI encourages the voluntary continued participation of emeriti in the activities of the academic community. Emeriti may take an active role in the service and committee functions of their department, college, and the university as described in FSH 1520 II.2. Other activities are subject to approval by the provost.
- c. Title.** Emeriti may use the title “professor emeritus/emerita,” “research professor emeritus/emerita,” or “extension professor emeritus/emerita,” as applicable. A faculty member without such rank has the designation “emeritus” or “emerita,” as applicable, added to the administrative or service title held at the time of retirement.
- d. Mail.** Departmental mailboxes continue to be available to emeriti who reside locally. Emeriti who have departmental mailboxes receive full distribution of departmental notices unless otherwise requested.
- e. Office supplies.** Office supplies are available under regular departmental procedures.
- f. Postage.** Departmental postage may be used for professional mail.
- g. Parking.** Emeriti receive one non-transferable gold parking permit annually.
- h. Discount programs.** Emeriti receive any discounts available to other faculty members through various UI programs.
- i. Functions.** Emeriti are invited to the same university, college, and departmental functions as active faculty.
- j. Travel funding.** Travel funding may be used to support professional activities of emeriti in service to the university (e.g. guest lectures, research design, consultation, etc.). Emeriti may have a lower priority for travel funding than active faculty and such funding is at the discretion of the unit administrator or dean.
- k. Office/lab space.** Offices and labs for emeriti are provided on a space-available basis as determined by the unit administrator or dean, giving higher priority to active faculty and unit needs. Office and lab space allocations to emeriti may be revoked upon 60 days’ notice.
- l. Information technology services.** Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g., email, instant messaging, etc.), technical support, and offered software.

E-5. EMPLOYMENT OPPORTUNITIES.

- a. Emeriti may hold a temporary or permanent part-time position (0.49 FTE or less) subject to regular employment procedures. It is the responsibility of emeriti to consult with HR regarding impact to benefits.
- b. Emeriti shall not serve as supervisors of other employees unless they hold a position as outlined in E-5-a herein.

F. ASSOCIATED FACULTY: Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit’s discretion. They are not eligible for sabbatical leave.

F-1. AFFILIATE FACULTY:

a. General. The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee’s scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection d below, and authorizes assignment of service functions as described in subsection d-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline.

b. Employment Status. An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency’s units or programs that is officially associated with the university.

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c. Distinction between Affiliate and Adjunct Faculties. Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are not UI employees. An adjunct faculty member's primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially that of a collaborator with a UI unit, program, or faculty member. An affiliate faculty member, in contrast, has a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership.

d. Responsibilities, Privileges, and Rights. The guarantees afforded by the principle of academic freedom [see 31604000] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.)

Affiliate faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service.

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the dean of graduate studies), or act as expert advisers to faculty members or groups.
2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned.
3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740]

e. Qualifications. Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit.

f. Appointment.

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university.
2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee's immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents.
3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a "Personnel Action" form.

F-2. ADJUNCT FACULTY:

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a. General. The adjunct faculty includes highly qualified persons who are not employed by UI but are closely associated with its programs. [For the distinction between the affiliate and the adjunct faculty categories, see 1565 F-1-c.]

b. Responsibilities. Members of the adjunct faculty have the same academic freedom and responsibility as do members of the university faculty; however, their right to vote in meetings of the university faculty and of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. Adjunct faculty members may be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees, including graduate students' supervisory committees (with approval by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning.

c. Qualifications. Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member's responsibility.

d. Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740)

e. Appointment.

1. Appointments to the adjunct faculty may be made at any time. **b.** Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointments should be continued unless the adjunct faculty member is actively engaged in the responsibilities for which he or she was appointed.

2. Recommendations for appointment to the adjunct faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct faculty may also be assigned responsibilities with respect to the degree programs with approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents.

3. Before formal appointment procedures are begun, the prospective adjunct faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee's employer, if any, will be requested and recorded.

4. Appointment information is recorded on the regular "Personnel Action" form.

5. The appointment of adjunct faculty members to graduate students' supervisory committees requires approval by the dean of the College of Graduate Studies.

G. TEMPORARY FACULTY: Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave.

G-1. LECTURER. A teaching title that ~~may be used at any level, i.e., it~~ carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. ~~A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half time and (b) has been on such appointment for at least four semesters. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit's bylaws. The review committee defined by the unit's bylaws shall include tenure track faculty within the unit.~~

G-2. VISITING FACULTY. A designation that ~~when used with a professorial title, customarily~~ indicates that the appointee holds a regular teaching or research position at another institution. A visiting appointee who does not

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hold a professorial rank elsewhere ~~may be designated as a lecturer~~ shall be subject to the requirements for lecturers to qualify for voting rights. ~~Appointees with visiting academic ranks (e.g., visiting associate professor, visiting professor) are considered temporary members of the university faculty. Those on full time appointment have the privilege of voting in meetings of the university faculty and of the appropriate constituent faculties.~~

G-3. ACTING. Persons who are judged competent to perform particular duties may be appointed for temporary service as acting members of the faculty. An acting appointment may also be used to establish a probationary period for an initial appointment of a person who, while being considered for a regular position on the faculty, is completing the required credentials for a permanent appointment. Persons on acting status are not voting members of the university faculty or of constituent faculties.

G-4. ASSOCIATE. A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties.

H. NON-FACULTY: Those within this category are not members of the faculty.

H-1. POSTDOCTORAL FELLOW. Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of “temporary or special” (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.]

H-2. GRADUATE STUDENT APPOINTEES: The general nature of the following graduate assistantships is defined as an apprenticeship experience that consists of a work obligation partnered with educational and developmental activities, all of which are integrated with the graduate degree program of the student. All graduate assistants must be individually mentored by a faculty advisor and may receive additional mentoring from other faculty and/or staff on or off campus. All graduate assistant positions (H-2. a, b, c) are limited to twenty hours per week of work. All graduate student appointees must be academically qualified and registered. [See also 3080 D-2-a.]

a. Graduate Teaching Assistant. Graduate Teaching Assistants perform duties related to the instructional efforts of the unit in which they are employed under the supervision of a member of the university faculty, associated faculty, or temporary faculty (see FSH 1565 D, F, and G). These duties, which must be associated with academic credit instruction and constitute at least 50 percent of a Graduate Teaching Assistant’s effort, may include, but not be limited to: primary teaching responsibilities; grading assignments; assisting with the delivery of instruction through technology; and providing other assistance related to instruction.

b. Graduate Research Assistant. Graduate Research Assistants develop competence in performing professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source.

c. Graduate Support Assistant. Graduate Support Assistants perform a wide range of duties and can have varying responsibilities in academic and non-academic campus departments and programs. The specific duties depend on the needs of the office or project and on the qualifications and experiences of the Graduate Support Assistant. Graduate Support Assistants may provide academic and/or non-academic instruction, and/or assist with research, or provide other support functions. The duties must be directly related to the Graduate Support Assistant’s program of study. The College of Graduate Studies shall periodically publish standards governing the permissible scope of Graduate Support Assistant appointments on its website.

I. QUALIFICATIONS OF NONFACULTY MEMBERS FOR TEACHING UI COURSES. Persons who are not members of the university faculty but are selected to teach UI courses offered for university-level credit (including continuing-education courses and those offered by correspondence study) are required to have scholarly and professional qualifications equivalent to those required of faculty members.

Version History

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Amended July 2022. Revised and clarified section C-1.a. to expand and clarify the evidence that may be used in evaluating teaching effectiveness.

Amended July 2021. Editorial changes.

Amended July 2020. The policy on emeritus status was extensively revised to provide greater clarity, ensure conformity with labor law, and add the ability to revoke emeritus status in exceptional circumstances. Section D-5 Librarian was revised to provide more flexibility in recruiting efforts.

Amended January 2020. The policy on office hours was moved from FSH 3240 to C-1.c. Changes were made to sections C-1 and C-3 to ensure that faculty efforts in the areas of teaching, advising, and outreach and extension are properly credited.

Amended July 2018. A new category for graduate support assistants was added to address needs that are not covered under the role of a typical teaching or research assistant position.

Amended July 2014. The cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised.

Amended January 2014. The time necessary to qualify for emeritus status was redefined.

Amended July 2013. Definitions for research and teaching assistants were more clearly defined.

Amended July 2012. Edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E.

Amended July 2011. Voting for associated faculty was clarified and Clinical Faculty under “G. Temporary Faculty” moved to “D. University Faculty” as D-9 and was revised.

Amended July 2010. The affiliate and adjunct terms were switched to conform to national norms and the rank of Distinguished Professor was added.

Amended January 2010. Changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege.

Amended July 2008. The policy was reorganized to better reflect classifications as stated in FSH 1520 Article II.

Amended July 2006. Substantial revisions were made to Section A.

Amended July 2001. Section J-1, voting rights for lecturers, was changed.

Amended July 2000. Revisions were made to C-1, D-1, and E-1.

Amended 1998. Extensive revisions were made to B (entirely new), C, D, and E.

Amended July 1998. Section A underwent additional substantial revision.

Amended July 1996. The definitions of ‘postdoctoral fellow’ (J-5), ‘graduate assistant’ (K-3) and ‘research fellow’ (K-4) were revised.

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Section 1565: Academic Ranks and Responsibilities

Amended July 1994. Section A was substantially revised, so as to underline better the importance of both teaching and scholarship. The so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance.

Amended 1987. The material in section I was added.

Adopted 1979.



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 1520 CONSTITUTION OF THE UNIVERSITY FACULTY**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Alistair Smith, FAC Chair

Policy sponsor, if different from originator: Diane Kelly-Riley, Vice Provost for Faculty

Reviewed by General Counsel: XYes No Name & Date: Kim Rytter, 2/27/23

Comprehensive review? Yes No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Article II, Section 1 revised to clarify that voting rights arise from faculty rank, so that non-faculty in administrative roles do not have voting rights; and to resolve conflict with FSH 1565 regarding the terms on which visiting faculty and lecturers are granted voting rights.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 1565.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

1520

CONSTITUTION OF THE UNIVERSITY FACULTY

OWNER

Faculty Secretary
Francesca Sammarucca
facsec@uidaho.edu

LAST REVISION: September 2022

CONTENTS:

Preamble
Article I. General Provisions
Article II. Faculty Classifications
Article III. Faculty Meetings
Article IV. Responsibilities of the University Faculty
Article V. Faculty Senate
Article VI. Rules of Order
Article VII. Amendments

PREAMBLE. The faculty of the University of Idaho, designated “university faculty,” as defined in article II, section 1, in acknowledgement of the responsibilities entrusted to it for the immediate government of the university by article IX, section 10, of the constitution of the state of Idaho, has adopted and declared this constitution to be the basic document under which to discharge its responsibilities.

ARTICLE I--GENERAL PROVISIONS.

Section 1. Regents. The regents are vested by article IX, section 10, of the constitution of the state of Idaho with all powers necessary or convenient to govern the university in all its aspects. The regents are the authority for actions of the university faculty, and policy actions taken by the university faculty are subject to review and approval by the president and by the regents.

Section 2. President. The president of the university is both a member of and the president of the university faculty and is also the president of the other faculties referred to in section 4, below, and in article II. The president is the representative of the regents, the institution’s chief executive officer, and the official leader and voice of the university.

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Section 3. Faculty Senate. This senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university. The senate is responsible to and reports to the university faculty and, through the president, to the regents. The university faculty, president, and regents retain the authority to review policy actions taken by the senate.

Section 4. Constituent Faculties. The university faculty is composed of various constituent faculties, including the faculties of the several colleges and other units of the university. Faculty are entitled to speak or write freely on matters pertaining to university governance, programs and policies (see Article IV below and FSH 3160).

Clause A. College Faculties. The constituent faculty of each college or similar unit, meeting regularly and in accordance with bylaws adopted by a majority vote of the members of such faculty, is authorized to establish and to effect its own educational objectives, including matters of student admission and curriculum, and to participate in the selection of its own dean, other executive officers, and faculty members, subject only to the general rules and regulations of the university faculty and the authority of the president and the regents.

Clause B. Faculties of Subdivisions. If there are schools, intracollege divisions, departments, or separate disciplines within a college or similar unit, the constituent faculty of each such subdivision participates in decisions concerning its educational objectives, including matters of student admission and curriculum, the selection of its executive officers, and its faculty appointments, subject only to the general rules and regulations of the college faculty and the university faculty and the authority of the president and the regents.

Clause C. Interim Government. The Faculty Senate will provide for the establishment of bylaws for any college or similar unit that has not adopted its own bylaws.

Clause D. Matters of Mutual Concern. The Faculty Senate has the responsibility for resolving academic matters that concern more than one college or similar unit.

ARTICLE II--FACULTY CLASSIFICATIONS.

Section 1. University Faculty. The university faculty comprises the president, provost, ~~vice presidents, deans, and all faculty in the following ranks, including those serving in administrative positions:~~ professors; associate professors; assistant professors; senior instructors; instructors (including those professors, associate professors, assistant professors, senior instructors, and instructors whose titles have distinguished, research, extension, ~~or clinical or visiting~~ designations, (e.g., “assistant research professor,” and “assistant clinical professor”)) ~~and “visiting associate professor.”), and visiting faculty on full-time appointment who have completed at least two consecutive semesters; and lecturers currently on at least half-time appointment who have served/completed at least four two semesters, whether consecutive or not, on more than half-time appointment within the preceding three years [see 1565 G-1]. See FSH 1565 for definitions of faculty ranks.~~ Those who qualify under this section have the privilege of participation with vote in meetings of the university faculty and the appropriate constituent faculties.

Section 2. Emeriti. Faculty members emeriti have the privilege of participation without vote in meetings of the university faculty and the appropriate constituent and associated faculties. Also, they may be appointed to serve with vote on UI committees. [See also 1565 E.]

Section 3. Associated Faculties.

Clause A. The adjunct faculty [see 1565 F-1] and the affiliate faculty [see 1565 F-2] are associated faculties. Other associated faculties may be established as needed with the approval of the university faculty, president, and regents.

Clause B. Members of the adjunct faculty have the privilege of participation without vote in meetings of the university faculty. Members of the affiliate faculty may participate with vote in meetings of the university faculty if they have status as university faculty in their home unit. Both adjunct and affiliate faculty members have the privilege of participating in meetings of their respective constituencies of the university faculty, and may participate with vote if the bylaws of their constituent faculty so provide; however, if authorized to vote,

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they are not counted among the full-time-equivalent faculty members when determining the basis for the constituent faculty's representation on the Faculty Senate.

Section 4. General Faculty. "General faculty" is a collective description for the combined faculties referred to in sections 1, 2, and 3, above.

ARTICLE III--FACULTY MEETINGS. Meetings of the university faculty may be called at any time, with due notice, by the president. Procedure for meetings of the university faculty is governed by FSH 1540 Standing Rules of the University Faculty.

ARTICLE IV--RESPONSIBILITIES OF THE UNIVERSITY FACULTY. Subject to the authority of the president and the general supervision and ultimate authority of the regents, the university faculty accepts its responsibilities for the immediate government of the university, including, but not restricted to:

Section 1. Standards for Admission. The university faculty establishes minimum standards for admission to the university. Supplementary standards for admission to individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty.

Section 2. Academic Standards. The university faculty establishes minimum academic standards to be maintained by all students in the university. Supplementary academic standards to be maintained by students in individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty. [See I-4-D.]

Section 3. Courses, Curricula, Graduation Requirements, and Degrees. Courses of instruction, curricula, and degrees to be offered in, and the requirements for graduation from, the individual colleges or other units of the university, as recommended by the appropriate constituent faculties, are subject to approval by the university faculty. [See I-4-D.]

Section 4. Scholarships, Honors, Awards, and Financial Aid. The university faculty recommends general principles in accordance with which privileges such as scholarships, honors, awards, and financial aid are accepted and allocated. The university faculty may review the standards recommended by the individual constituent faculties for the acceptance and allocation of such privileges at the college or departmental levels.

Section 5. Conduct of Students. The faculty's responsibility for approving student disciplinary regulations and the rights guaranteed to students during disciplinary hearings and proceedings are as provided in the "Statement of Student Rights," the "Student Code of Conduct," and the "University Disciplinary Process for Alleged Violations of Student Code of Conduct." [See 2200, 2300, and 2400.]

Section 6. Student Participation. The university faculty provides an opportunity for students of the university to be heard in all matters pertaining to their welfare as students. To this end, the students are entrusted with their own student government organization and are represented on the Faculty Senate. If students so desire, they are represented on faculty committees that deal with matters affecting them.

Section 7. Selection of Officers. The university faculty assists the regents in the selection of the president and assists the president in the selection of the provost, vice presidents and other administrative officers of the university.

Section 8. Governance of Colleges and Subdivisions. The university faculty promulgates general standards to guarantee the right of faculty members to participate in the meetings of the appropriate constituent faculties and in the governance of their colleges, schools, intracollege divisions, departments, and other units of the university. [See 1540 A.]

Section 9. Faculty Welfare. The university faculty recommends general policies and procedures concerning the welfare of faculty members, including, but not limited to, appointment, reappointment, nonreappointment, academic freedom, tenure, working conditions, promotions, salaries, leaves, fringe benefits, periodic evaluations, performance reviews, reassignment, layoff, and dismissal or termination.

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Section 10. The Budget. Members of the university faculty participate in budgetary deliberations, and it is expected that the president will seek faculty advice and counsel on budgetary priorities that could significantly affect existing units of the university. [See 1640.20, University Budget and Finance Committee.]

Section 11. Committee Structure. The university faculty, through the medium of its Faculty Senate, establishes and maintains all university-wide and interdivisional standing and special committees, subcommittees, councils, boards, and similar bodies necessary to the immediate government of the university and provides for the appointment or election of members of such bodies. This section does not apply to *ad hoc* advisory committees appointed by the president or committees made up primarily of administrators. [See 1620 and 1640]

Section 12. Organization of the University. The university faculty advises and assists the president and the regents in establishing, reorganizing, or discontinuing major academic and administrative units of the university, such as colleges, schools, intracollege divisions, departments, and similar functional organizations.

Section 13. Bylaws of the Faculty Senate. The bylaws under which the Faculty Senate discharges its responsibilities as the representative body of the university faculty are subject to review and approval by the university faculty. [See 1580.]

ARTICLE V--FACULTY SENATE.

Section 1. Function. The Faculty Senate functions as provided in this constitution and in accordance with its bylaws as approved by the university faculty. [See I-3 and 1580.]

Section 2. Structure. The senate is constituted as follows:

Clause A. Elected Members.

(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college's representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.

(2) University Centers. The resident faculty of the university centers in Boise, Coeur d'Alene and Idaho Falls each elects one senator from among its number. Senators elected to represent a center have a unique role on senate, which is to provide a voice and vote from the perspective of their centers. That perspective is not intended to be college or discipline specific.

(3) Faculty-at-Large. Members of the university faculty who are not affiliated with a college faculty constitute the faculty-at-large, and this constituent faculty, in accordance with procedures adopted by the faculty-at-large, elects senators to serve with vote in the senate on the same basis as provided above for college faculties.¹

¹ The constitution of the university faculty originally provided that faculty status could be conferred by presidential designation on certain administrative and service officers who did not hold academic rank. When the faculty, on May 13, 1986, amended the constitution by, among other things, deleting that provision, it explicitly granted continuing membership, for the duration of their then current incumbencies, to those officers who on that date were members by virtue of presidential designation. These officers are members of the constituency known as the faculty-at-large.

(4) Dean. The academic deans elect one of their number to serve with vote in the senate.

(5) Staff. The representative body (Staff Council) of the university staff elects two employees who do not have faculty status to serve with vote in the senate.

(6) Students. Two undergraduate students, one graduate student, and one law student serve as voting

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members of the senate, and the senate provides regulations governing the qualifications, terms of office, and election of student members, and procedures for filling vacancies in the student membership. [See 1580 VI.]

Clause B. Members *Ex Officiis*. The president or the president's designated representative and the secretary of the faculty are members *ex officio* of the senate, with voice but without vote.

Section 3. Officers. Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate.

Section 4. Terms of Office. Elected faculty members of the senate serve for three years. The academic dean shall serve one year, the staff representatives shall serve for staggered two year terms. The terms of office for student members are as established by the senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the senate may shorten the initial term of office of faculty senators elected to fill new positions in the senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. A faculty member elected to the senate may serve two consecutive terms. After serving two consecutive terms the faculty senate member must wait one full year before they are again eligible for election [see also FSH 1580 III-3].

Section 5. Eligibility. Every member of the university faculty is eligible to vote for members of the senate representing his or her college or other unit. Every member of the university faculty is eligible to serve as an elected member of the Faculty Senate and to hold an elective or appointive office in the senate.

Section 6. Elections. Regular elections for senators in the senate are held before April 15 of each year in which an election is to be held. All elections for members of the senate are by secret ballot. Appropriate procedures for nominations and elections are developed and approved by a majority vote of the faculty of the college or other unit.

Section 7. Vacancies.

Clause A. If it is necessary for a member of the senate to be absent temporarily (more than a month, but less than four months), the candidate who received the next highest number of votes in the most recent election in the college or unit acts as his or her alternate in the senate with full vote. If it is necessary for a member to be absent for more than four months, but less than one year, a special election is held to fill the temporary vacancy. When the senate member returns, he or she resumes the position in the senate. If it is necessary for a member to be absent for more than one year, or if the member is unable to complete the term of office for any reason, a special election is held to fill the unexpired term. [See 1580 VI for procedures covering student vacancies.]

Clause B. The chair of the Faculty Senate must declare a position vacant if a member is absent from three consecutive meetings unless the member has informed the chair of the senate in writing that he or she intends to participate fully in the activities of the senate in the future. When a position is declared vacant, the chair must notify the constituency concerned.

Section 8. Recall. The recall of a member of the senate may be initiated by a petition bearing the signatures of at least 10 percent, or five members, whichever is greater, of the membership of the particular constituency represented. The petition must be delivered to the chair of the senate. On the receipt of a valid petition, the chair calls a meeting of the faculty of the college or other unit and appoints a chair. Charges against the member are presented in writing and the member is given adequate opportunity for his or her defense. A two-thirds majority vote by secret ballot of the members of the college or other unit present at the meeting is necessary for recall, providing the members present constitute a quorum as defined in the bylaws of the college or other unit. In the event that the vote is to recall the senator, the member may appeal the case to the senate within 10 days. If the case is appealed and the senate affirms the recall, or if the recall stands for 10 days without appeal, the members of the college or other unit elect another senator. Regular procedures are followed in replacing the recalled person, except that the chair of the senate appoints the chair of the election committee of the college or other unit. During the interval between recall and the election of a replacement, the candidate who received the next highest number of votes in the most recent election acts as the

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alternate in the senate with full vote.

ARTICLE VI--RULES OF ORDER. The rules contained in *Robert's Rules of Order Newly Revised* govern all meetings of the university faculty, other faculties, the Faculty Senate, and faculty committees in all cases to which they are applicable and in which they are not in conflict with this constitution, regents' policies, or any bylaws or rules adopted by any of those bodies for the conduct of their respective meetings. An action taken by the university faculty, a constituent or associated faculty, the Faculty Senate, or a faculty committee that conflicts with a previous action by that body takes precedence and, in effect, amends, in part or in full, the previous action.

ARTICLE VII--AMENDMENTS. This constitution may be amended by a two-thirds affirmative vote of the members of the university faculty, as defined in article II, section 1, in attendance at a regular meeting, a quorum being present. Proposed amendments must have been published in full in the agenda at least one week before the meeting or presented in writing at a meeting previous to the one at which the vote is to be taken. Amendments to this constitution are subject to review and approval by the president and by the regents.

Version History

Amended September 2022. Clerical edit to correct cross-reference.

Amended July 2022. University faculty meeting procedure moved from Article III to FSH 1420 Standing Rules of the University Faculty. Outdated information regarding remote participation removed from Article V.

Amended July 2019. Language from FSH 1566 was moved to a footnote to Article V, Section 2, and language in Article V, Section 3 was removed to address the restructure of the Faculty Secretary position.

Amended July 2015. Faculty Senate members were allowed to serve an additional term and language was added to Article I. Section 4 that affirms academic freedom in faculty governance and university programs and policies.

Amended July 2014. Editorial changes.

Amended July 2013. The Faculty Senate's membership was increased by one member to represent the Student Bar Association.

Amended July 2012. The Faculty Senate Center Senator's role/responsibility was clarified, staff membership increased to two, and the required annual venue determination removed.

Amended July 2011. The clinical faculty rank was added and language with respect to associated faculty voting was clarified.

Amended July 2009. The Faculty Council changed its name to Faculty Senate, a more common name used in academia, off campus faculty will have voting members on Senate at Coeur d'Alene, Boise, and Idaho Falls, and off-campus faculty will now be counted in the quorum at university faculty meetings with vote through designated sites and delegates given available technology (see 1640.94 and 1540 A).

Amended July 2006. Editorial changes.

Amended July 2005. Editorial changes.

Amended July 2001. Editorial changes.

Amended July 2000. Editorial changes

Amended July 1999. Editorial changes.

Amended July 1997. Editorial changes.

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Amended 1986. Content of revision unknown.

Adopted 1968.

2023 – 2024 Faculty Senate – Pending Approval
Meeting # 7
Tuesday, October 3, 2023, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Miller, Mittelstaedt, Murphy, Rode, Ramirez, Rinker, Roberson, Rode, Sammaruca (w/o vote), Schiele, Schwarzlaender, Shook, Tibbals, McKenna.
Absent: Raney (excused), Blevins (excused), Mischel, Reynolds, Strickland.

Guests/Speakers: Traci Craig, Blaine Eckles.

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #6, September 26, 2023, were approved as distributed.

Chair's Report:

- Chair Gauthier gave an overview of today's program. He anticipates a constructive discussion ending with a vote about the UOPX survey.
- We are happy to have Dean of Students Blaine Eckles participate in a conversation about employee welfare.

Provost's Report:

- The Provost introduced Chris Parker, who will replace Cari Espenschade in supporting Faculty Senate. Welcome, Chris!
- The first faculty gathering at the ICCU Arena was a success. The next one will be on Wednesday, October 25, hosted by the College of Education, Health and Human Sciences.
- All Employee Required Training is open. It must be completed by November 1, 2023.
- The government shutdown has been avoided.

Committee Reports (vote):

- UCC 136: Interdisciplinary Studies (BA or BS) – Traci Craig, Associate Dean, College of Letters, Arts and Social Sciences
The BA/BS in Interdisciplinary Studies draws from existing courses across many programs. Some of those programs are available fully or partially online and this means that students can complete this degree entirely online. The program will be available to students online and face-to-face, according to their particular study plan. The Interdisciplinary Studies program provides a unique opportunity for a student to create a curriculum that meets their needs and desired goals. Students develop their unique curriculum by combining at least two fields of study into one program to allow them to pursue their career and educational goals. The primary impetus for this change is to indicate that the Interdisciplinary Program is both an online and face-to-face program.
There were no questions or comments.
Vote: 21/21 in favor. Motion passes.

Announcements and Communications:

- University of Phoenix Discussion

Task Force Creation - Survey for Opinions Surrounding University of Phoenix (vote)
At the last UFM, faculty expressed interest in a survey about the affiliation with UOPX. The questions to address are: does Senate want to move on with the survey? If so, what are the goals? The FSL idea is to task a small group of senators with developing a constructive survey. Both Chair Gauthier and Vice Chair Haltinner agree that it is important to know what concerns people have at this time. It is a complex situation for which we have no precedent. Some Senators reported that many faculty in their colleges are interested in such a survey. Some senators thought we should collect quantitative information on the percentage of employees who are in support of the affiliation, and to know how people understand this partnership.

The discussion moved to the best way to utilize the poll results. There seems to be agreement that the survey should be a way to collect opinions as well as a conversation starter. The Secretary recommended a simple and succinct survey, to capture, in a sensitive way, the degree of employees' enthusiasm or concern. The Provost reminded all that the administration is open to suggestions on how to best engage the university community to increase understanding about the affiliation.

Some senators emphasized that the UOPX affiliation shouldn't have been made without faculty and staff involvement – this is a major source of discontent that should be communicated to the President. Perhaps, a senator argued, the best way to move forward at this point is to make sure that people have accurate information and the transaction works.

More comments were offered in favor of a survey – it would help people feel heard. The Secretary suggested that a confidential poll to find out how people feel now, and why, would be a constructive and informative way to proceed.

After some additional discussion, it was moved (Long) to approve the creation of a task force charged with working on the survey. Seconded by Kirchmeier. Motion to amend (Roberson) with the inclusion of a timeline. Amendment accepted by Long.. Motion to vote on: *To approve the creation of task force for survey of opinions surrounding University of Phoenix* with the inclusion of the friendly amendment that the task force will report to Senate in two weeks.

Vote: 19/21 yes; 2/21 no. Motion passes.

Contact Vice Chair Haltinner if you wish to be on the task force.

- Charge for the IT committee

The purpose of this discussion is to identify topics that Faculty Senate would like the university-level IT committee to look into. Items which came up during last week discussion include: the need of local IT professionals instead of global OIT professionals; satisfaction with OIT handling researchers' specialized needs. It was also brought up that Idaho Falls competes with INL for staff, which makes it difficult to attract and retain highly qualified staff. Chair Gauthier that the idea of a faculty "mediator" brought up last week (to help find a collaborative solution in some of the special cases), could be something to consider.

Other senators wondered about the cost saving from removing phones. A senator pointed to the President's memo from July 13, 2023 (communicating his decision about APM 30.16) for information on the savings from centralized procurement.

A Senator reported that some faculty are requesting reimbursement for the use of their personal phones for university business.

Vice Chair Haltinner thinks that the broader issue is decision making without faculty input.

- Improving faculty's work environment and quality of life – a broad discussion on faculty welfare. Issues of concern include:
 - Safety on campus, particularly at night; increase of guns on campus; teaching safety to students; ability to reach 911 using Teams (this question is addressed in the list of [FAQ](#) about the transition to Microsoft Teams Voice). Dean of Students Blaine Eckles noted that in September (Kathy Benoit Safety Awareness Month), many improvements with campus lighting were implemented.
 - Sensitivity towards employees with young families should be used when scheduling meetings. Childcare remains a major problem for U of I employees with young children. Blaine Eckles' team is working on those problems, but it will take time.
 - Among the many mandatory trainings, there should be active shooter training. Cameras in classrooms to record display of guns, panic buttons in the TLC classrooms, self-defense classes, were also brought up. Blaine Eckles ensured the senators that display of guns is taken very seriously, even when accidental. As for self-defense, his office was not able to secure an instructor for a class, but they are now working on self-defense seminars, to reach out to as many people as possible. Dean Eckles suggested to include in the UOPX survey a question about major safety concerns.
 - A senator recalled the efforts undertaken last year by senate to improve working conditions for non-tenure track faculty. Senate will take this up again.
- In the remaining time, Provost Lawrence will address some of the questions about UOPX which could not be addressed last week. Parking on campus will be discussed at a later meeting.
 - A question was raised earlier about U of I exposure to UOPX liability. UOPX liability does not transfer to UI as a consequence of this affiliation – we are fully insulated from that. However, we may get a better bond rate if we guarantee more. The number which we might consider is up to \$9.9M. The choice will be made during the bonding process. It is possible that we don't get a better bond rate, or that the rate at that time is not worth taking on the risk. If we do choose to take on this liability to benefit the deal, the risk is very low as it would require an extreme scenario.
 - There was a question two weeks ago about whether U of I and UOPX online programs are unique to each other. The Provost displayed a slide with U of I and UOPX online programs side by side, showing little overlap. Note: this information is not the result of a thorough study of curriculums. The Provost put it together cross referencing same or similar program names in the catalogs.

Adjournment:

The agenda not being completed, Chair Gauthier asked for a motion to adjourn. So moved (Gauthier, Chapman). Meeting adjourned at 5:01pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting # 7

Tuesday, October 3, 2023 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #6 September 26, 2023 **Attach. #1**
- III. Chair’s Report
- IV. Provost’s Report
- V. Committee Reports (vote)
 - UCC 136: Interdisciplinary Studies (BA or BS) – Traci Craig, Associate Dean, College of Letters, Arts and Social Sciences **Attach. #2**
- VI. Announcements and Communications
 - University of Phoenix Discussion
 - Task Force Creation - Survey for Opinions Surrounding University of Phoenix (vote)
 - Modality, Scope of Survey & Eligibility
 - Charge for the IT committee
 - Improving faculty’s work environment
The item below is part of a broader discussion on faculty welfare.
 - Parking on campus
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #6 September 26, 2023
- **Attach. #2** UCC 136

Attach. #1

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 6

Tuesday, September 26, 2023, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Miller, Mittelstaedt, Murphy, Rode, Ramirez, Rinker, Roberson, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Tibbals, Strickland, McKenna.
Absent: Mischel, Raney, Reynolds

Guests: Teresa Amos

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #5, September 19, 2023, were approved as distributed.

Chair's Report:

- Today's guest is Teresa Amos, Deputy Director, IT Planning and Initiatives. Since COVID, technology and information technology have evolved very quickly and are having more impact on our activities. For example, video conferencing and artificial intelligence (AI) have a greater impact on teaching and learning, as well as on administrative tasks. I think we'll have an interesting discussion after Teresa's presentation on our short-term and long-term goals with technology.
- Last week, we had John Woods at Senate for a very insightful discussion. As we move forward with this affiliation, we see potential and, at the same time, we learn how our respective cultures are different.

Provost's Report:

- The possible government shutdown may impact federally funded programs. Please reach out to ORED if you have questions or need assistance.
- President Green would like to see a refocusing on student success initiatives. Several of our standing committees may be suitable, so we'll form a group with members from multiple committees, and Faculty Senate presence. A call for nominations will be sent soon.
- Borah Symposium:
 - Tonight, 7:00pm at the Kenworthy Theater. Film: "Putin's Attack on Ukraine: Documenting War Crimes."
 - Wednesday, September 27, at 7pm, International Ballroom, Plenary Address – Dirk Kempthorne, former Governor of Idaho and former US Secretary of the Interior.
- We will have a monthly gathering for faculty to meet informally across colleges, exchange ideas, build social relations and share intellectual interests. The first meeting will be Thursday, September 28, 4:30pm to 6:30pm in the ICCU Arena club room.
- Monday, October 17, at 7pm: Common Read Lecture. Author Florence Williams will be present.

Proposed Changes and Additions to the Faculty and Staff Handbook:

- FSH 1565 Academic Ranks and Responsibilities and FSH 1520 Constitution of the University Faculty
The Faculty Secretary gave a brief background for this proposal. At the Faculty Senate meeting of April 4, 2023, FAC presented revisions on:
 - FSH 1565 Academic ranks and responsibilities – A-1, cap on instructors, senior instructors and lecturers; and G-1 & G-2, to align with simultaneously revised FSH 1520.
 - FSH 1520 Constitution of the University Faculty Article II Section 1, to clarify that voting rights arise from faculty rank, so that non-faculty in administrative roles do not have voting rights, and to resolve conflict with FSH 1565 regarding the terms on which visiting faculty and lecturers are granted voting rights.

Both policies passed Senate on April 4, 2023. FSH 1565 was voted down at the May 2023, UFM, and FSH 1520 was rejected by President Green due to inconsistency with G-1, G-2.

Today, Faculty Senate Leadership is proposing a new motion: to approve the whole package as presented at the 04/04/2023 with the deletion of the changes made to FSH A-1.

Discussion:

Some senators detected inconsistency between FSH 1565 G-2 and FSH 1520 II-1: in FSH 1565 G-2, two different kinds of visiting faculty are defined, but not in FSH 1520 II-1. The Secretary disagrees: “*Visiting Faculty*” is defined in FSH 1565 G-2 as visitors who have a home institution to return to, and their voting rights are clearly stated in FSH 1520 II-1. From FSH 1565 G-2, “*a visiting appointee who does not hold a professorial rank elsewhere*” belongs to a different category and “*shall be subject to the requirements for lecturers to qualify for voting rights.*” The voting rights for lecturers and, thus, for “*a visiting appointee who does not hold a professorial rank elsewhere*” are stated in FSH 1520 II-1. A senator suggested including, also in FSH 1520 II-1, the definition of “*a visiting appointee who does not hold a professorial rank elsewhere.*”

After some discussion, Senator Long proposed to amend FSH 1565 G-2 to read: “**G-2. VISITING FACULTY.** *A designation that indicates that the appointee holds a regular teaching or research position at another institution.*” Seconded by Murphy.

Vote to approve the amendment: 22/22 yes, 0/22 no. Motion to amend passes.

Motion to approve the main motion with amendment (Long, Mittelsteadt).

Vote on the amended main motion: 22/22 yes, 0/22 no. Motion passes.

Announcements and Communications:

- Teresa Amos, Deputy Director, IT Planning and Initiatives
 - APM 30 Series Policies Updates
In response to a question from Chair Gauthier, Teresa Amos replied that OIT has no near-future plans to major updates on APM.
 - APM 30.16 and Exceptions
Although the matter with the Senate request to the President to temporarily suspend APM 30.16 is closed, there are still related issues that faculty are asking about. For instance: last year, Vice President Ewart said his team needed six months to go through the transition, after which point the system will work much better. It was requested that we have an update on how things are going? This request would be for the non-average needs involving, in particular, the researchers who are unhappy with APM 30.16, are satisfaction data being collected and tabulated? As a follow-up, the Secretary added that a standard customer satisfaction survey would not address the present question. It is a fact that over 90% of U of I employees are happy with the policies and procedures in APM 30.16. However, it is important to know how the non-standard

needs of faculty are being addressed, and whether the exceptions are being handled successfully and in a timely manner.

Chair Jean-Marc wondered whether a faculty “mediator” might be helpful in the resolution of critical cases, so that the final decision is not just a unilateral one. Teresa Amos will take this idea back to her team.

A Senator expressed concern about the often-lengthy process to access IT help, with no in-person help desk. Students who need to access software for their projects spend excessive time seeking and waiting for help, often for simple questions. The senator wishes there was a way to obtain quick help for simple problems, such as setting up a laptop or accessing software. Their students spend more time trying to access software than using it. Teresa Amos will see about resources to develop a support system for these circumstances.

A senator reported long waiting after submitting a ticket. The senator opined, The OIT centralized model, introduced for the sake of cost saving, seems to impact quality of service. He also stated, It’s hard to understand the responsibility structure and to identify the right person to contact. Teresa Amos will get clarification on tickets and timelines.

- Faculty Data Privacy

Faculty are concerned that applications such as Teams and Duo on private phones give Microsoft access to private data.

Teresa Amos explained that, if one uses Microsoft products (Outlook, Teams, etc..), the data stays within the U of I system. If one deletes the application from their private phone, the data disappears from the phone and stays on the university server. However, if one uses a native email application, the data on their personal cellphone and the university data become mingled, and the person may be at risk for public record request. In summary, if one uses Microsoft applications and signs in with U of I credentials, their data stays within the U of I protected environment.

- University of Phoenix (UOPX) Discussion

Provost Lawrence will address some of the questions submitted by faculty after last week’s John Woods’ presentation.

- If it’s not a merger, what is it?

It is definitely not a merger. It’s an arrangement that leaves both institutions independent and distinct. For example, there will be no combined logo. Our Governing Board created an entity, named “43 Education.” This is a non-profit organization that will purchase the assets of UOPX. 43 Education will have its Board of Directors, to act as UOPX Board of Directors. They will be appointed by our Board of Regents. When the transaction is done, the role of the former owners ends. Affiliation is addressed after all of the above is completed. At this time, the focus is on getting through the transaction.

- Why this affiliation?

It will benefit both institutions. For UOPX, the key element is that they want to become non-profit, which is very difficult to do on their own. The profit that went to their previous owners and the taxes paid as a for-profit will now benefit both institutions and can be invested in programs, students, etc. Also, we can learn from UOPX about online education and strategies to best serve non-traditional learners.

- What's the actual revenue stream we hear about? How does the money actually change hands?
It will be part of the stipulations in the agreement. Non-profit institutions can give money to each other, like what happens with our Foundation. How revenue stream moves to U of I will be stipulated in the agreement.
- What about potential risks and liabilities?
The liabilities will belong to 43 Education. The due diligence was extensive and calculated risks that were considered when finalizing the transaction. Provost Lawrence will come back with more information.
- Is it possible that the State will allocate less money to the U of I, because of the new revenue?
We can't predict what our legislature will do. They reconsider our budgets annually.
- Why U of I and not another, more comparable, institution?
Our missions align well. As a public and land grant institution, we serve the entire population, which connects with the non-traditional population UOPX is serving. This is a key common point we can capitalize on. We see opportunities to gain from this affiliation. They also see opportunities to learn from us through this affiliation.
- What are the net steps?
They include approval from accreditors, finalizing transactional details, the 43 Education Board of Directors has to be finalized; the bonding process; the closing process; then we enter a post-closing phase.

Time is coming to an end. On behalf of Vice Chair Haltinner, Chair Gauthier reminded everyone that many faculty have expressed interest in a survey about the degree of approval of the UOPX affiliation. Vice Chair Haltinner invites everyone to think about suitable questions and, generally, the nature of the survey, to be discussed next week.

Adjournment:

The agenda not being completed, Chair Gauthier asked for a motion to adjourn. So moved (Roberson, Long). Meeting adjourned at 4:59pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

136: INTERDISCIPLINARY STUDIES (BA OR BS)

In Workflow

1. Traci Craig (tcraig@uidaho.edu)
2. 001 Chair (tcraig@uidaho.edu)
3. CLASS Review (ctibbals@uidaho.edu)
4. 18 Curriculum Committee Chair (folwell@uidaho.edu)
5. 18 Dean (quinlan@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
11. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Wed, 04 Jan 2023 22:39:07 GMT
Traci Craig (tcraig): Approved for V00909094
2. Wed, 04 Jan 2023 22:57:12 GMT
Traci Craig (tcraig): Approved for 001 Chair
3. Wed, 04 Jan 2023 23:15:34 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
4. Wed, 04 Jan 2023 23:41:00 GMT
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
5. Fri, 06 Jan 2023 00:34:50 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
6. Tue, 17 Jan 2023 21:06:37 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
7. Tue, 17 Jan 2023 21:24:14 GMT
Theodore Unzicker (tunzicker): Approved for Ready for UCC
8. Tue, 24 Jan 2023 23:38:38 GMT
Theodore Unzicker (tunzicker): Rollback to Registrar's Office for UCC
9. Mon, 07 Aug 2023 15:36:59 GMT
Sydney Beal (sbeal): Rollback to V00909094 for Registrar's Office
10. Wed, 30 Aug 2023 15:59:52 GMT
Traci Craig (tcraig): Approved for V00909094
11. Wed, 30 Aug 2023 16:01:39 GMT
Traci Craig (tcraig): Approved for 001 Chair
12. Wed, 06 Sep 2023 18:11:08 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
13. Wed, 06 Sep 2023 18:35:05 GMT
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
14. Wed, 06 Sep 2023 21:58:07 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
15. Tue, 19 Sep 2023 19:52:52 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
16. Wed, 20 Sep 2023 20:50:18 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
17. Tue, 26 Sep 2023 22:17:14 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Mar 23, 2022 by Charles Tibbals (ctibbals)
- Date Submitted: Mon, 19 Dec 2022 22:24:00 GMT

Viewing: 136 : Interdisciplinary Studies (BA or BS)**Last approved: Wed, 23 Mar 2022 18:26:09 GMT****Last edit: Tue, 26 Sep 2023 19:22:22 GMT**

Changes proposed by: Theodore Unzicker

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|-------------------|
| Traci Craig | tcraig@uidaho.edu |

Change Type (Choose all that apply)

Change curriculum requirements

Description of Change

The BA/BS in Interdisciplinary Studies draws from existing courses across many programs. Some of those programs are available fully or partially online and this means that students can complete this degree entirely online. The program will be available to students online and face-to-face, according to their particular study plan.

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Letters Arts & Social Sciences

Effective Catalog Year

2024-2025

Program Title

Interdisciplinary Studies (BA or BS)

Program Credits

50

CIP Code

30.9999 - Multi-/Interdisciplinary Studies, Other.

Curriculum:

The Interdisciplinary Studies program provides a unique opportunity for a student to create a curriculum that meets their needs and desired goals. Students develop their unique curriculum by combining at least two fields of study into one program to allow them to pursue their career and educational goals.

Students in the Interdisciplinary Studies B.A. or B.S. degree program would select at least two fields of study. Areas of study may include a pre-existing minor curriculum, academic certificate, or specific courses to be selected in consultation with the program director and relevant faculty. Students will also take additional upper-division courses to complement the broader curriculum and meet upper-division degree requirements.

The requirements of the Interdisciplinary Studies major are:

- A one-page proposal outlining the student's career goals and explaining how the proposed curriculum will meet those desired career goals.
- The program director or the CLASS Dean's office must approve the study plan.
- A minimum of 50 credits in courses numbered 200 or above, including 36 credits in courses numbered 300 or above. It is recommended, however, that majors in interdisciplinary studies complete at least 50 credits in upper-division courses.
- INTR 401 Career and Leadership Development (2 credits)
- University requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and CLASS requirements for either the B.A. or the B.S. degree.

Interested students should consult the CLASS Dean's office in Moscow for further information about this program.

A maximum of thirty credits earned in Experiential Learning may be applied toward a baccalaureate degree. See Regulation J-5-a.

Courses total 120 credits for this degree.

Degree Maps:

Freshman

Fall Term 1

| | Hours |
|---|--------------|
| ENGL 101 Writing and Rhetoric I | 3 |
| COMM 101 Fundamentals of Oral Communication | 3 |
| Mathematical Ways of Knowing Course | 3 |
| Humanistic and Artistic Ways of Knowing | 3 |
| Social and Behavioral Ways of Knowing | 3 |
| Hours | 15 |

Spring Term 1

| | |
|--|-----------|
| ENGL 102 Writing and Rhetoric II | 3 |
| Scientific Ways of Knowing Course and Lab | 4 |
| Humanistic and Artistic Ways of Knowing | 3 |
| Social and Behavioral Ways of Knowing Course | 3 |
| Elective | 3 |
| Hours | 16 |

Sophomore

Fall Term 2

| | |
|---|-----------|
| Scientific Ways of Knowing Course and Lab | 4 |
| International Course | 3 |
| Lower Division Courses from Plan of Study | 6 |
| Electives | 3 |
| Hours | 16 |

Spring Term 2

| | |
|---|-----------|
| American Diversity Course | 3 |
| Lower Division Courses from Plan of Study | 12 |
| Hours | 15 |

Junior

Fall Term 3

| | |
|---|-----------|
| Upper Division Courses from Plan of Study | 12 |
| Elective | 3 |
| Hours | 15 |

Spring Term 3

| | |
|---|-----------|
| Upper Division Courses from Plan of Study | 12 |
| Electives | 3 |
| Hours | 15 |

Senior

Fall Term 4

| | |
|---|-----------|
| Upper Division Courses from Plan of Study | 12 |
| Electives | 2 |
| Hours | 14 |

Spring Term 4

| | |
|--|-----------|
| INTR 401 Career and Leadership Development | 2 |
| Upper Division Courses from Plan of Study | 12 |
| Hours | 14 |

| | |
|--------------------|------------|
| Total Hours | 120 |
|--------------------|------------|

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

Learning Objectives

1. The student will be able to learn and integrate across disciplinary lines.
2. The student will be able to communicate an understanding of a complex idea in written or verbal form.
3. The student will be able to articulate their career goals and their plans to achieve them.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The primary impetus for this change is to indicate that the Interdisciplinary Program is both an online and face-to-face program. The program relies on courses offered as part of other programs. Thus, students can develop a study plan that engages two (or more) disciplines where online coursework is available that would allow them to complete their degree entirely online. The Interdisciplinary Studies program should be added to the portfolio of programs that our online students can complete, and this proposal is being forwarded to that end.

Secondarily, we are also proposing a few minor curriculum changes that were identified during previous assessment cycles. We are dropping the requirement that faculty in chosen disciplines approve the plan. It adds a burden for both our students and faculty in other units with limited benefit to students. Students are still encouraged to seek the advice of faculty from disciplines, and plans often follow established curricular paths for minors/certificates. The dean's office/program director will still approve final study plans.

We are also dropping the requirement to have students include at least one discipline in CLASS. This change will allow the program to serve a broader population of students by allowing them to propose study plans that rely on fields from other colleges without having to add a CLASS discipline if it is not relevant to the student's goals.

Finally, as part of our assessment goals, we are adding the INTR 401 course as a requirement for the program and incorporating the senior capstone into the program curriculum directly.

Reviewer Comments

Theodore Unzicker (tunzicker) (Tue, 24 Jan 2023 23:38:38 GMT): Rollback: Tabled at UCC until it can be determined whether or not U of I would be permitted to offer a BAS degree and conform to SBOE policy.

Sydney Beal (sbeal) (Mon, 07 Aug 2023 15:36:59 GMT): Rollback: Rolled back for additional edits

Key: 136

2023 – 2024 Faculty Senate – Pending Approval**Meeting # 8**

Tuesday, October 10, 2023, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Raney, Rode, Rinker, Roberson, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals.

Absent: Haltinner (excused), Ramirez, Reynolds

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #7, October 3, 2023, were approved as distributed.

Chair's Report:

- A reminder about Annual Enrollment. This is the annual opportunity to review and make changes to your benefits for the upcoming plan year. Annual Enrollment begins October 16th and ends November 7th at midnight pacific time.
<https://www.uidaho.edu/human-resources/benefits/annual-enrollment>
- IT concerns – Update
The IT committee has been charged. The frequent concerns we continue to receive about OIT policy and its impact on research are being forwarded to the IT committee.
- Faculty welfare concerns – Update
Last week, we discussed with Dean of Students Blaine Eckles safety concerns and safety trainings employees would like to see offered. Dean Eckles will come back next week with updates.
Last week we didn't have time to talk about parking issues. In the meantime, we charged the Parking Committee with looking into those.
- University of Phoenix - Task Force Update, Barb Kirchmeier
The following senators volunteered to serve on the task force: Barb Kirchmeier, Erin Chapman, Stefanie Ramirez, Florian Justwan and Vice Chair Haltinner. So far we have been brainstorming survey questions in a google doc – and soliciting questions from others (Jean-Marc and Torrey have offered some). We will be meeting this week to finalize the draft to present to senate at the next meeting. As discussed at senate, the goal is to identify concerns about the UOPX affiliation and hopefully use this information to inform discussions moving forward.
- On-going effort by the Committee on Committees – Update
The committee on committees has begun an audit of existing committees. We are surveying former committee chairs to assess: the workload of the committee (both in terms of time and mental load); the scope of the committees; whether the current make up is appropriate for the scope and equitable. For instance, we found that women are overrepresented by 5%, something to keep in mind in our next appointment process.

Addendum by the Secretary: The process of eliminating inactive committees started last year. We also want to refresh your memory about [FSH 1620 University-Level Committees](#), which needed revision. We hope to bring it back in a few weeks. It's out of the Committee on Committees and waiting for Policy Coordinator and General Counsel review.

Provost's Report:

- A reminder that midterm grades are due Monday, October 16. Please be sure to submit midterm grades for all of your classes.
- It is Homecoming Week. The Homecoming Parade is Saturday at 12:30pm. The football game starts at 7:30pm on Saturday, Oct.14. Some colleges are hosting special events this week. COS has a solar eclipse watch party, Saturday, October 14, 8:00 – 10:45am. CAA has an open house around their project of affordable housing in Moscow. CALS has a groundbreaking event for the Meat Science and Innovation Center from 4:00-7:00 pm. The complete Homecoming schedule: <https://www.uidaho.edu/events/signature-events/homecoming>
- UOPX Working Group nominations are due Friday, October 13. About 70 nominations have been received at this time. The nomination form is at: https://uidaho.co1.qualtrics.com/jfe/form/SV_bg50bV9m4qrqS7I

Announcements and Communications:

- University of Phoenix – Torrey Lawrence
Provost Lawrence is in the process of visiting all colleges to talk about UOPX and correct some common misconceptions.
Slides shown during this presentation are attached to these minutes.
In response to an earlier question by a senator, the Provost presented data from IPEDS (Integrated Postsecondary Education Data Statistics), covering the period from 2012 to 2021, for:
 - Enrollment at the four four-year institutions in Idaho: BSU, ISU, LCSC, U of I.
 - Total number of employees for the same regional peers.
 - Breakdown of all employees in faculty and non-faculty (as defined by IPEDS) at U of I.

Enrollment has been fairly stable. The numbers for ISU and UI are very close. On the other hand, the number of employees at U of I is substantially above the one at ISU. Extension and a larger number of research staff at U of I explain a large part of the difference. The number of employees follows the enrollment trends. The U of I data broken down in faculty and non-faculty shows a decrease in both groups around 2020, due to the budget cuts. (Note: postdoctoral researchers and some staff in extension offices are included in the non-faculty group.)

Similar charts were then presented for UOPX.

Enrollment data for UOPX between 2012 and 2021 reveals a significant reduction – from about 346,000 to 8,800. They refocused under new ownership and started a major downsizing (including the closure of all in-person locations). As a result, enrollment started to stabilize. The number of employees shows a large reduction for both faculty and non-faculty. Prior to the downsizing, the number of faculty was much larger than the number of staff. In recent years, those figures have become very similar. (Note: when comparing staff data from UI and UOPX, one should keep in mind that UOPX does not have some of our offices or units (such as Extension, Advancement, athletic department, etc.).

Discussion:

A senator asked why UOPX needs our involvement. Provost Lawrence replied that it's very difficult for a for-profit institution to become non-profit on its own. With our relationship, they will have greater ability to focus on their mission. Also, their goals and mission to serve non-traditional learners align with ours, as a public land-grant institution, and we are open to innovative ideas.

In response to a question as to whether U of I and UOPX online programs are unique to each other or there may be a competition, the Provost cited the slides he displayed last week ([attached to these minutes](#)) showing that UOPX online programs have little overlap with ours. (Disclaimer: this information is not the result of a thorough study of the two curriculums. The Provost put it together cross-referencing program names in the catalogs.) We do not plan to close any of our online programs as a result of this affiliation. Furthermore, we are offering programs in different ways. At UOPX, there are no traditional semesters or terms, which give students more flexibility. We have the opportunity to create pathways (such as, "4+1" MS degrees) across the two institutions.

A senator inquired about the possible impact on Engineering Outreach (EO). Provost Lawrence ensured that EO will continue. UOPX has a very established team to set up all aspects of online programs, and we can take advantage of their experience and capabilities for our online learning programs.

A senator expressed concerns about the Computer Science (CS) program. Their graduate admission committee recently denied admission to a student whose credits were all from UOPX. The committee didn't think that the UOPX offerings in CS met our standards. The senator expects some areas to be problematic and worries about the culture at UOPX. Provost Lawrence replied that it's important to look carefully at the curriculum. This is an issue that may happen with transfer students from any other school. Hundreds of UOPX credits have already been approved for transfer.

- Artificial Intelligence (AI) Task Force - Jean-Marc Gauthier
Chair Gauthier mentioned several on-going initiatives at U of I. For example, Barrie Robison and his team gave a great presentation about AI last Friday. The focus of the AI task force, when assembled, is to develop responsible uses of artificial intelligence and machine learning for academic activities. These are key elements to tackling some of the university's most challenging problems. ([Chair Gauthier proceeded to display the slides that are attached to these minutes.](#)) He also mentioned a virtual classroom project – a novel way of teaching and learning – that his team is working on.

Discussion:

A discussion followed on the importance of more open data availability across the university, and the need to facilitate data access, storage, and dissemination. Comments were in strong support of an early start of this initiative. It's a big undertaking that goes beyond teaching and learning and may potentially involve new policies. Collaborating with CETL's existing work in this area around teaching and learning aspects will be useful.

New Business:

- New Policy Tracking Schedule and Planning
The purpose is to develop a visual planning of what's coming to senate, what has been approved, where those policies are in the approval pipeline, if they are going forward, etc.

We will discuss this with Policy Coordinator Diane Whitney.

- **New Senate Networking Event**
This is a preliminary idea originating from some senators' "zoom fatigue." Perhaps we could raise funds to support an event for senators and others to meet in person and network. Suggestions are welcome.

Adjournment:

The agenda being completed, Chair Gauthier adjourned at 4:30pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #8

Tuesday, October 10, 2023 at 3:30 pm
Zoom Only

I. Call to Order

II. Approval of Minutes

- Minutes of the 2023-24 Faculty Senate Meeting #7 October 3, 2023 Attach. #1

III. Chair's Report

- IT concerns – Update
- Faculty welfare concerns – Update
- University of Phoenix - Task Force Update
- On-going effort by the Committee on Committees – Update

IV. Provost's Report

V. Announcements and Communications

- University of Phoenix - Torrey Lawrence, Provost and Executive Vice President Attach. #2
- Artificial Intelligence Task Force - Jean-Marc Gauthier, Faculty Senate Chair Attach. #3

VI. New Business

- New Policy Tracking Schedule and Planning
- New Senate Networking Event

VII. Adjournment

Attachments

- Attach. #1 Minutes of the 2023-24 Faculty Senate Meeting #7 October 3, 2023
- Attach. #2 University of Phoenix
- Attach. #3 Artificial Intelligence Task Force

2023 – 2024 Faculty Senate – Pending Approval
Meeting # 7
Tuesday, October 3, 2023, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Miller, Mittelstaedt, Murphy, Rode, Ramirez, Rinker, Roberson, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Tibbals, McKenna.
Absent: Raney (excused), Blevins (excused), Mischel, Reynolds, Strickland.

Guests/Speakers: Traci Craig, Blaine Eckles.

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #6, September 26, 2023, were approved as distributed.

Chair’s Report:

- Chair Gauthier gave an overview of today’s program. He anticipates a constructive discussion ending with a vote about the UOPX survey.
- We are happy to have Dean of Students Blaine Eckles participate in a conversation about employee welfare.

Provost’s Report:

- The Provost introduced Chris Parker, who will replace Cari Espenschade in supporting Faculty Senate. Welcome, Chris!
- The first faculty gathering at the ICCU Arena was a success. The next one will be on Wednesday, October 25, hosted by the College of Education, Health and Human Sciences.
- All Employee Required Training is open. It must be completed by November 1, 2023.
- The government shutdown has been avoided.

Committee Reports (vote):

- UCC 136: Interdisciplinary Studies (BA or BS) – Traci Craig, Associate Dean, College of Letters, Arts and Social Sciences
The BA/BS in Interdisciplinary Studies draws from existing courses across many programs. Some of those programs are available fully or partially online and this means that students can complete this degree entirely online. The program will be available to students online and face-to-face, according to their particular study plan. The Interdisciplinary Studies program provides a unique opportunity for a student to create a curriculum that meets their needs and desired goals. Students develop their unique curriculum by combining at least two fields of study into one program to allow them to pursue their career and educational goals. The primary impetus for this change is to indicate that the Interdisciplinary Program is both an online and face-to-face program.
There were no questions or comments.
Vote: 21/21 in favor. Motion passes.

Announcements and Communications:

- University of Phoenix Discussion

Task Force Creation - Survey for Opinions Surrounding University of Phoenix (vote)

At the last UFM, faculty expressed interest in a survey about the affiliation with UOPX. The questions to address are: does Senate want to move on with the survey? If so, what are the goals? The FSL idea is to task a small group of senators with developing a constructive survey. Both Chair Gauthier and Vice Chair Haltinner agree that it is important to know what concerns people have at this time. It is a complex situation for which we have no precedent. Some Senators reported that many faculty in their colleges are interested in such a survey. Some senators thought we should collect quantitative information on the percentage of employees who are in support of the affiliation, and to know how people understand this partnership.

The discussion moved to the best way to utilize the poll results. There seems to be agreement that the survey should be a way to collect opinions as well as a conversation starter. The Secretary recommended a simple and succinct survey, to capture, in a sensitive way, the degree of employees' enthusiasm or concern. The Provost reminded all that the administration is open to suggestions on how to best engage the university community to increase understanding about the affiliation.

Some senators emphasized that the UOPX affiliation shouldn't have been made without faculty and staff involvement – this is a major source of discontent that should be communicated to the President. Perhaps, a senator argued, the best way to move forward at this point is to make sure that people have accurate information and the transaction works.

More comments were offered in favor of a survey – it would help people feel heard. The Secretary suggested that a confidential poll to find out how people feel now, and why, would be a constructive and informative way to proceed.

After some additional discussion, it was moved (Long) to approve the creation of a task force charged with working on the survey. Seconded by Kirchmeier. Motion to amend (Roberson) with the inclusion of a timeline. Amendment accepted by Long.. Motion to vote on: *To approve the creation of task force for survey of opinions surrounding University of Phoenix* with the inclusion of the friendly amendment that the task force will report to Senate in two weeks.

Vote: 19/21 yes; 2/21 no. Motion passes.

Contact Vice Chair Haltinner if you wish to be on the task force.

- Charge for the IT committee

The purpose of this discussion is to identify topics that Faculty Senate would like the university-level IT committee to look into. Items which came up during last week discussion include: the need of local IT professionals instead of global OIT professionals; satisfaction with OIT handling researchers' specialized needs. It was also brought up that Idaho Falls competes with INL for staff, which makes it difficult to attract and retain highly qualified staff. Chair Gauthier that the idea of a faculty "mediator" brought up last week (to help find a collaborative solution in some of the special cases), could be something to consider.

Other senators wondered about the cost saving from removing phones. A senator pointed to the President's memo from July 13, 2023 (communicating his decision about APM 30.16) for information on the savings from centralized procurement.

A Senator reported that some faculty are requesting reimbursement for the use of their personal phones for university business.

Vice Chair Haltinner thinks that the broader issue is decision making without faculty input.

- Improving faculty's work environment and quality of life – a broad discussion on faculty welfare. Issues of concern include:
 - Safety on campus, particularly at night; increase of guns on campus; teaching safety to students; ability to reach 911 using Teams (this question is addressed in the list of [FAQ](#) about the transition to Microsoft Teams Voice). Dean of Students Blaine Eckles noted that in September (Kathy Benoit Safety Awareness Month), many improvements with campus lighting were implemented.
 - Sensitivity towards employees with young families should be used when scheduling meetings. Childcare remains a major problem for U of I employees with young children. Blaine Eckles' team is working on those problems, but it will take time.
 - Among the many mandatory trainings, there should be active shooter training. Cameras in classrooms to record display of guns, panic buttons in the TLC classrooms, self-defense classes, were also brought up. Blaine Eckles ensured the senators that display of guns is taken very seriously, even when accidental. As for self-defense, his office was not able to secure an instructor for a class, but they are now working on self-defense seminars, to reach out to as many people as possible. Dean Eckles suggested to include in the UOPX survey a question about major safety concerns.
 - A senator recalled the efforts undertaken last year by senate to improve working conditions for non-tenure track faculty. Senate will take this up again.
- In the remaining time, Provost Lawrence will address some of the questions about UOPX which could not be addressed last week. Parking on campus will be discussed at a later meeting.
 - A question was raised earlier about U of I exposure to UOPX liability. UOPX liability does not transfer to UI as a consequence of this affiliation – we are fully insulated from that. However, we may get a better bond rate if we guarantee more. The number which we might consider is up to \$9.9M. The choice will be made during the bonding process. It is possible that we don't get a better bond rate, or that the rate at that time is not worth taking on the risk. If we do choose to take on this liability to benefit the deal, the risk is very low as it would require an extreme scenario.
 - There was a question two weeks ago about whether U of I and UOPX online programs are unique to each other. The Provost displayed a slide with U of I and UOPX online programs side by side, showing little overlap. Note: this information is not the result of a thorough study of curriculums. The Provost put it together cross referencing same or similar program names in the catalogs.

Adjournment:

The agenda not being completed, Chair Gauthier asked for a motion to adjourn. So moved (Gauthier, Chapman). Meeting adjourned at 5:01pm.

Respectfully Submitted,

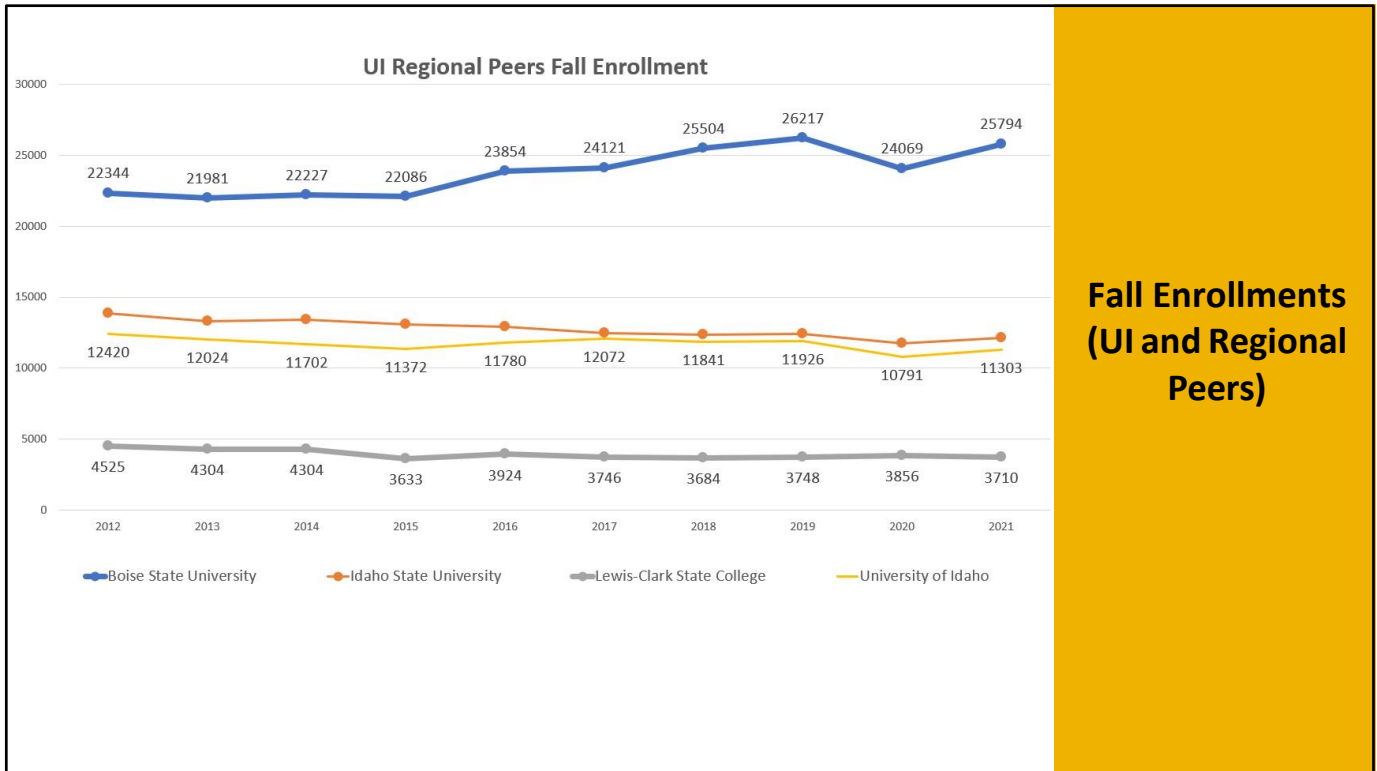
Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

UNIVERSITY OF IDAHO

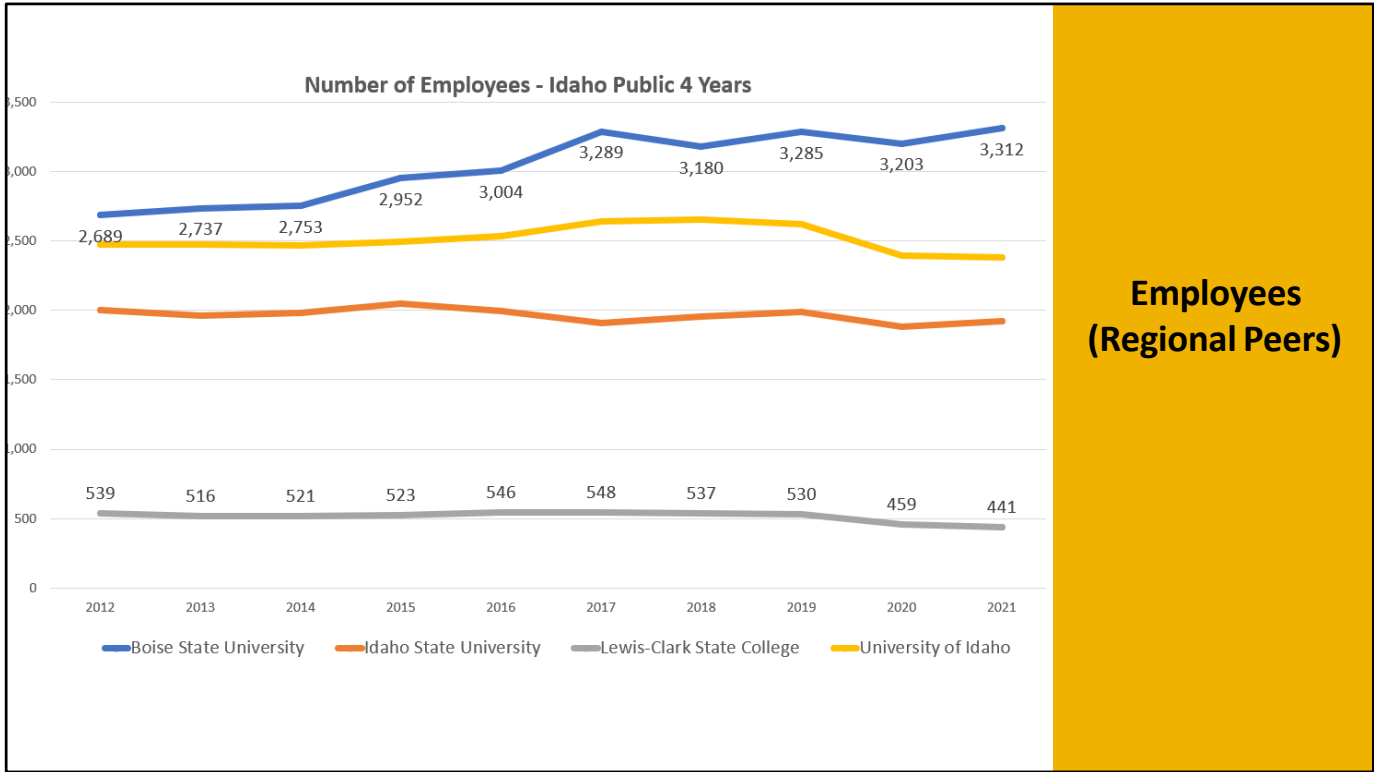
NO. 1 BEST VALUE Public University in the West

University of Idaho

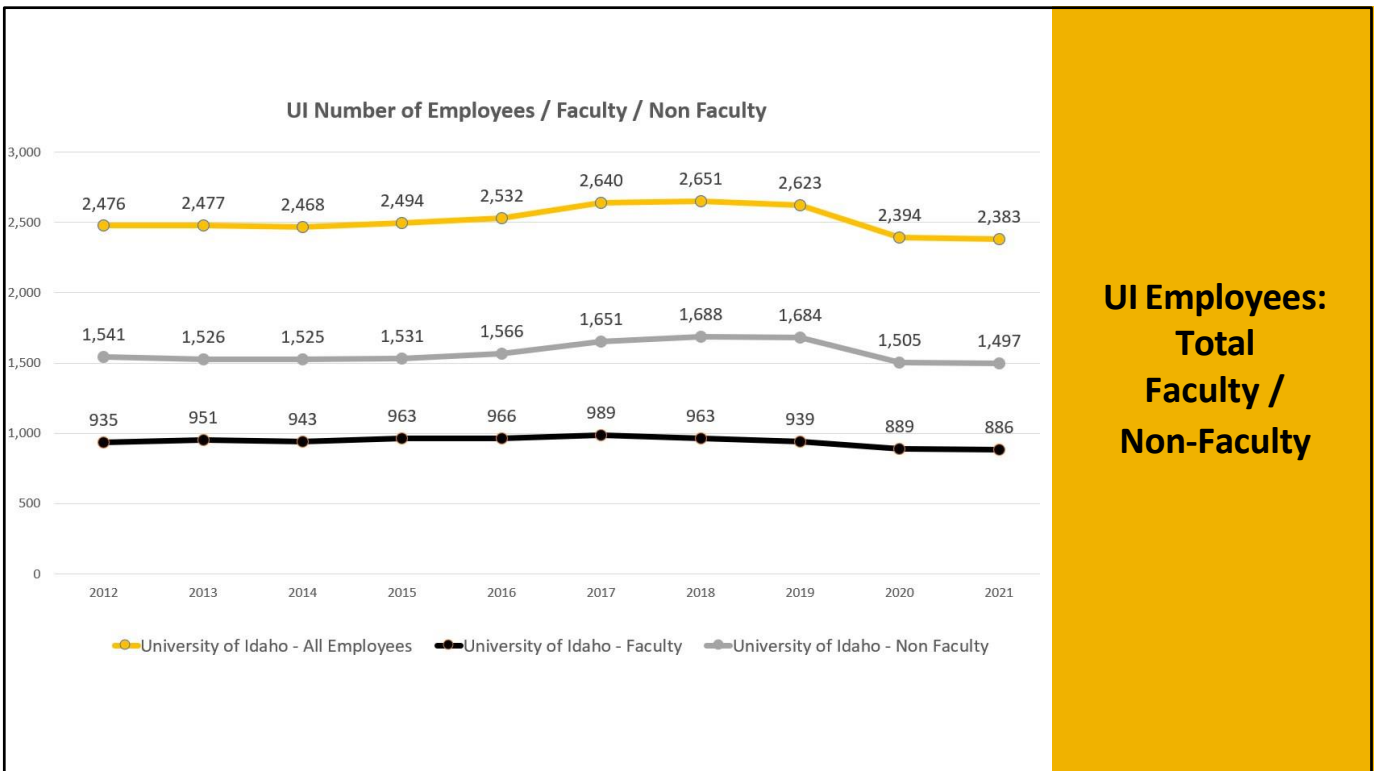
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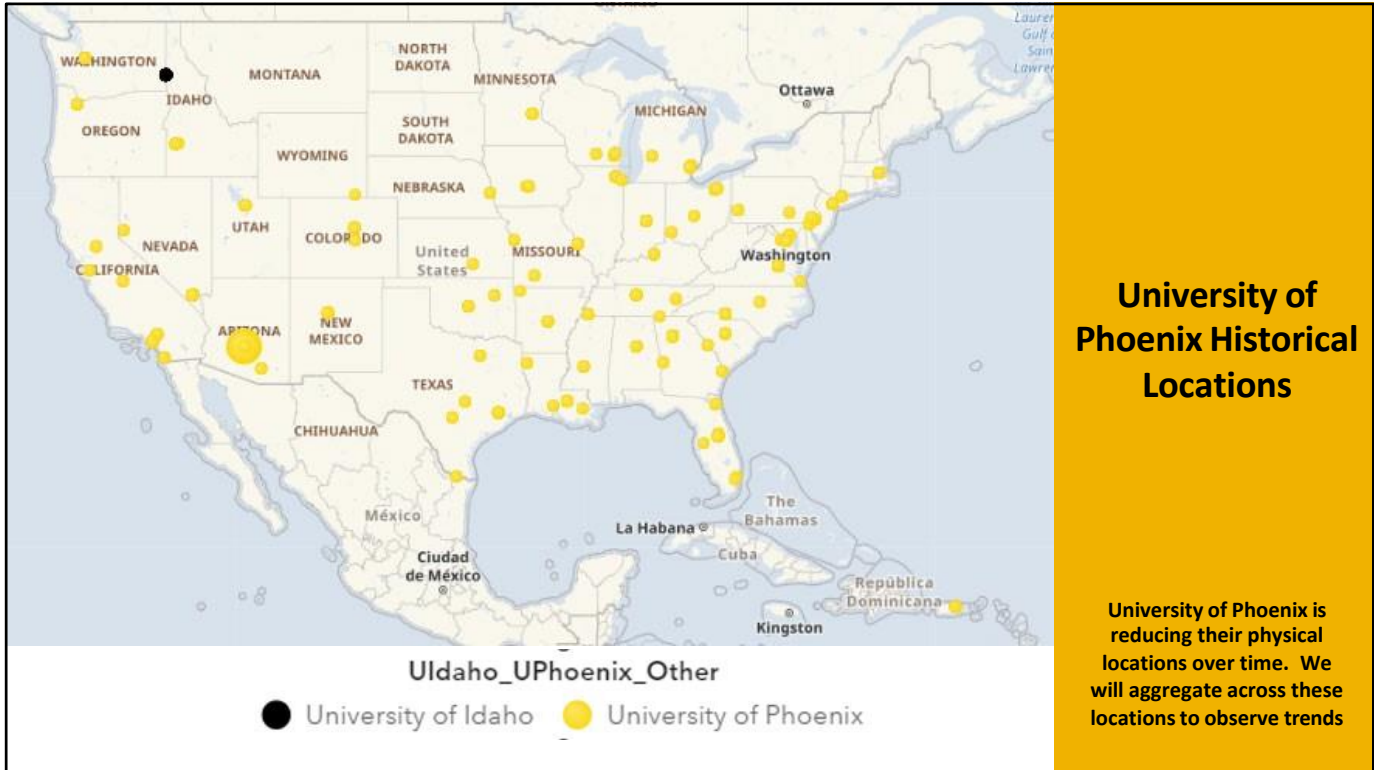
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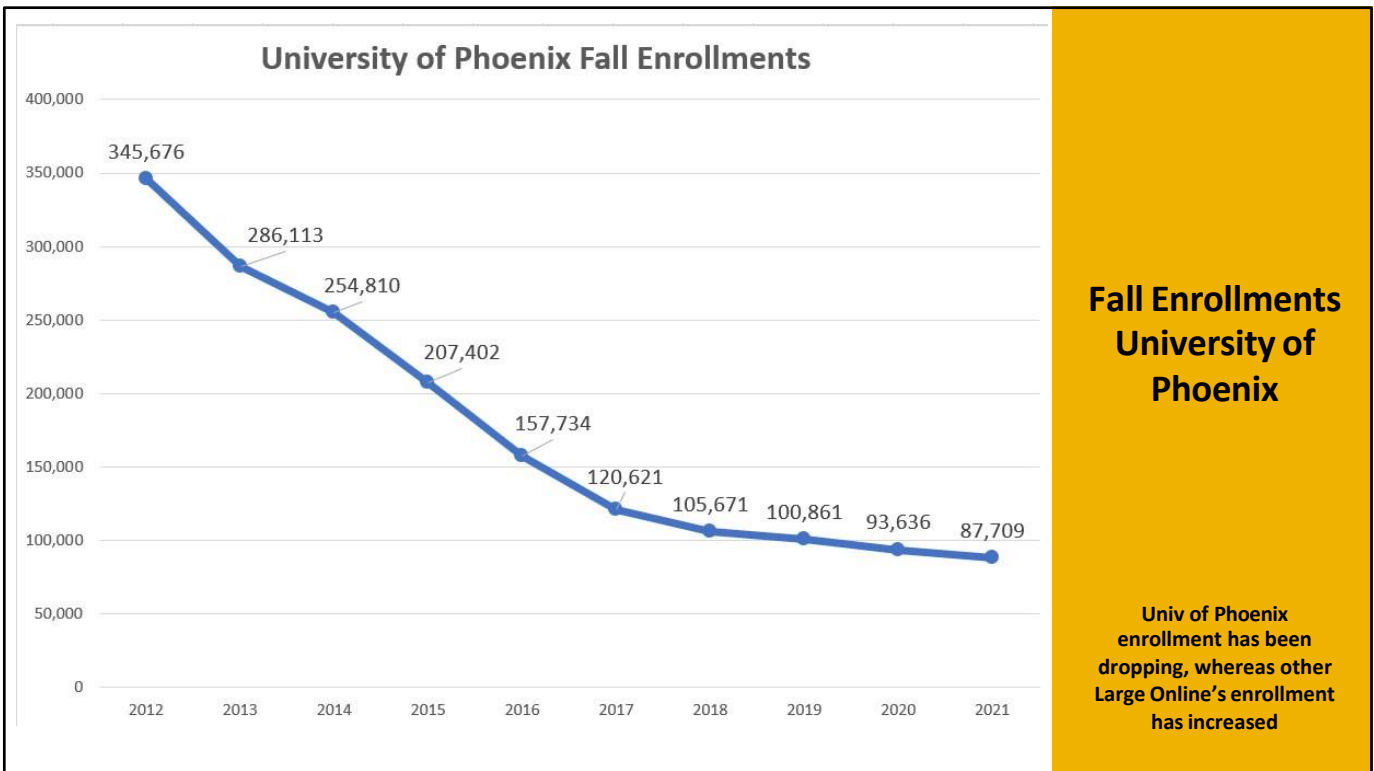
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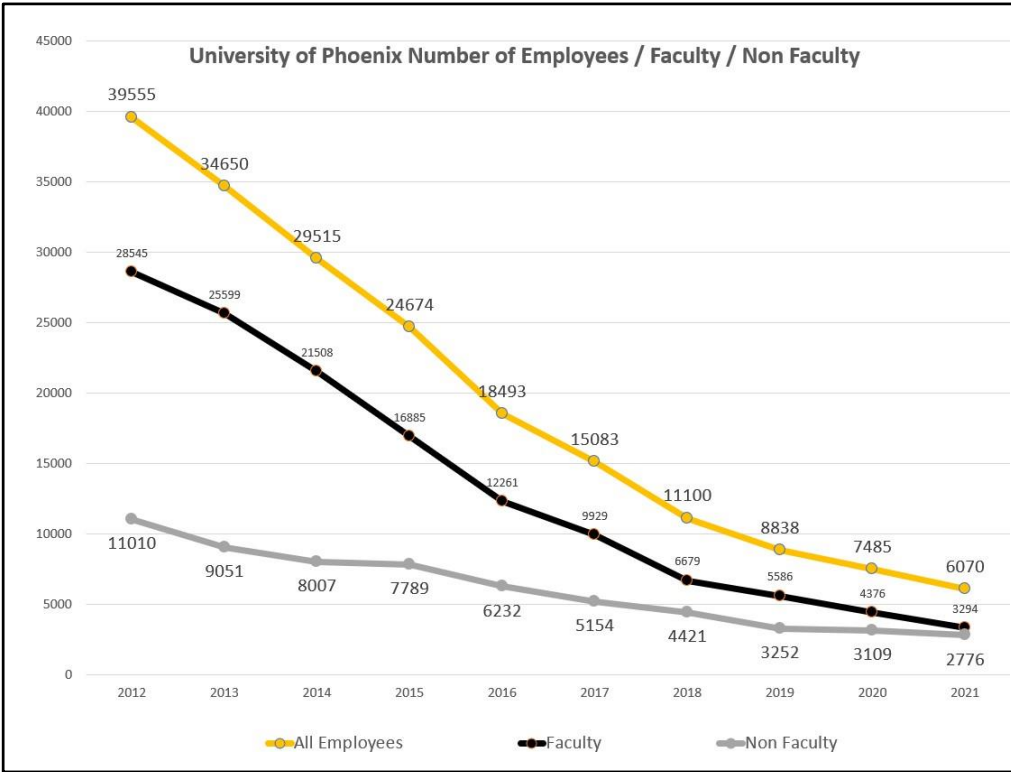
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5



6



Phoenix Employees: Total Faculty / Non-Faculty

The University of Phoenix has made large adjustments to their employee composition.

Note: This list cross references online programs titles at UoPX and UI. Only the program titles were considered, not curricula or learning outcomes. Programs with similar or same titles are highlighted in BLUE.

| UoPX Level | UoPX college/program | UI College | UI Degree | UI Program (same or similar) |
|-----------------------|--|------------|-----------|--|
| | College of Business and IT | | | |
| UG | Associate of Arts/Concentration in Business Fundamentals | | | |
| UG | Associate of Arts/Concentration in Information Technology | | | |
| UG | Associate of Science in Cybersecurity | | | |
| UG | Bachelor of Science in Accounting | | | |
| UG | Bachelor of Science in Communication | | | |
| UG | Bachelor of Science in Computer Science | | | |
| UG | Bachelor of Science in Cybersecurity | | | |
| UG | Bachelor of Science in Data Science | | | |
| UG | Bachelor of Science in Information Technology | | | |
| UG | Bachelor of Science in Management | CBE | B.S.Bus. | Management and Human Resources |
| UG | The Bachelor of Science in Business | | | |
| | | CBE | B.S.Bus. | Marketing |
| | | CBE | B.S. | Operations and Supply Chain Management |
| GRAD | Master of Business Administration | | | |
| GRAD | Master of Information Systems | | | |
| GRAD | Master of Management | | | |
| GRAD | Master of Science in Cybersecurity | | | |
| GRAD | Master of Science in Data Science | | | |
| Competency | Master of Business Administration (Competency Based-CB) | | | |
| Competency | Master of Information Systems (Competency Based-CB) | | | |
| PROF-credit cert-UG | Advanced Cybersecurity Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Advanced Software Developer Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Business Analytics Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Cloud Computing Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Cyber and Network Defense Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Cybersecurity Digital Forensics Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Cybersecurity Network Forensics Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Cybersecurity Policy and Governance Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Financial Planning Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | General Management Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Human Resource Management Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Information Assurance and Security Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Leadership and Management Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Marketing Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Operations Management Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Project Management Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Scripted and Compiled Programming Languages Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Small Business Management and Entrepreneurship Certificate (Undergraduate) | | | |
| | | CBE | Cert - UG | Applied Finance |
| | | CBE | Cert - UG | Enterprise Systems Integration |
| | | CBE | Cert - UG | Promotions and Digital Marketing |
| | | CBE | Cert - UG | Sales Management |
| | | CBE | Cert - UG | Small Business Management |
| | | CBE | Cert - UG | Technical Program Management |
| PROF-credit cert-Grad | Graduate Accounting Certificate | | | |

Note: This list cross references online programs titles at UoPX and UI. Only the program titles were considered, not curricula or learning outcomes. Programs with similar or same titles are highlighted in BLUE.

| UoPX Level | UoPX college/program | UI College | UI Degree | UI Program (same or similar) |
|------------------------------------|---|------------|-------------|--|
| PROF-credit cert-Grad | Graduate Finance Certificate | | | |
| PROF-credit cert-Grad | Graduate Human Resource Management Certificate | | | |
| PROF-credit cert-Grad | Graduate Marketing Certificate | | | |
| PROF-credit cert-Grad | Graduate Project Management Certificate | | | |
| College of Doctoral Studies | | | | |
| GRAD | Doctor of Business Administration | | | |
| GRAD | Doctor of Education | | | |
| GRAD | Doctor of Health Administration | | | |
| GRAD | Doctor of Management | | | |
| PROF-credit cert-Grad | Post Master's Certificate in Business Administration | | | |
| PROF-credit cert-Grad | Post Master's Certificate in Curriculum and Instruction | | | |
| PROF-credit cert-Grad | Post Master's Certificate in Educational Leadership | EHHS | Ed.S. | Educational Leadership |
| PROF-credit cert-Grad | Post Master's Certificate in Educational Technology | EHHS | Cert - GRAD | Technology Integration Specialist |
| PROF-credit cert-Grad | Post Master's Certificate in Health Administration | | | |
| PROF-credit cert-Grad | Post Master's Certificate in Higher Education Administration | | | |
| PROF-credit cert-Grad | Post Master's Certificate in Information Systems and Technology | | | |
| PROF-credit cert-Grad | Post Master's Certificate in Organizational Leadership and Decision-making | | | |
| PROF-credit cert-Grad | Post Master's Certificate in Research Essentials | | | |
| College of Education | | | | |
| UG | Bachelor of Science in Education/Early Childhood Education | | | |
| UG | Bachelor of Science in Education/Educational Studies | | | |
| UG | Bachelor of Science in Education/Elementary Education | | | |
| UG | Bachelor of Science in Liberal Studies (California) | | | |
| GRAD | Master of Arts in Education/Administration and Supervision | | | |
| GRAD | Master of Arts in Education/Administration and Supervision (Non-Licensure) (California) | | | |
| GRAD | Master of Arts in Education/Adult Education and Training | | | |
| GRAD | Master of Arts in Education/Curriculum and Instruction | EHHS | M.Ed | Curriculum and Instruction |
| | | EHHS | Ed.S. | Curriculum and Instruction |
| GRAD | Master of Arts in Education/Educational Studies | | | |
| GRAD | Master of Arts in Education/Elementary Teacher Education (Arizona) | | | |
| GRAD | Master of Arts in Education/Elementary Teacher Education (California) | | | |
| GRAD | Master of Arts in Education/Secondary Teacher Education (Arizona) | | | |
| GRAD | Master of Arts in Education/Secondary Teacher Education (California) | | | |
| | | EHHS | M.Ed. | Special Education |
| | | EHHS | M.S. | Adult Organizational Learning & Leadership |
| | | EHHS | M.Ed. | Educational Leadership |
| | | EHHS | Ed.Ldrshp | Educational Leadership |
| | | EHHS | M.S. | Movement and Leisure Sciences |
| | | EHHS | M.Ed. | Physical Education |
| | | EHHS | B.S.Rec. | Recreation, Sport, and Tourism Management |
| PROF-credit cert-Grad | Graduate Initial Teacher Certificate/Elementary Education | | | |
| PROF-credit cert-Grad | Graduate Initial Teacher Certificate/Secondary Education | | | |
| PROF-credit cert-Grad | Graduate Initial Teacher Certificate/Special Education | | | |
| College of General Studies | | | | |
| UG | Associate of Arts/Professional Focus | | | |
| UG | Bachelor of Arts in English | | | |

Note: This list cross references online programs titles at UoPX and UI. Only the program titles were considered, not curricula or learning outcomes. Programs with similar or same titles are highlighted in BLUE.

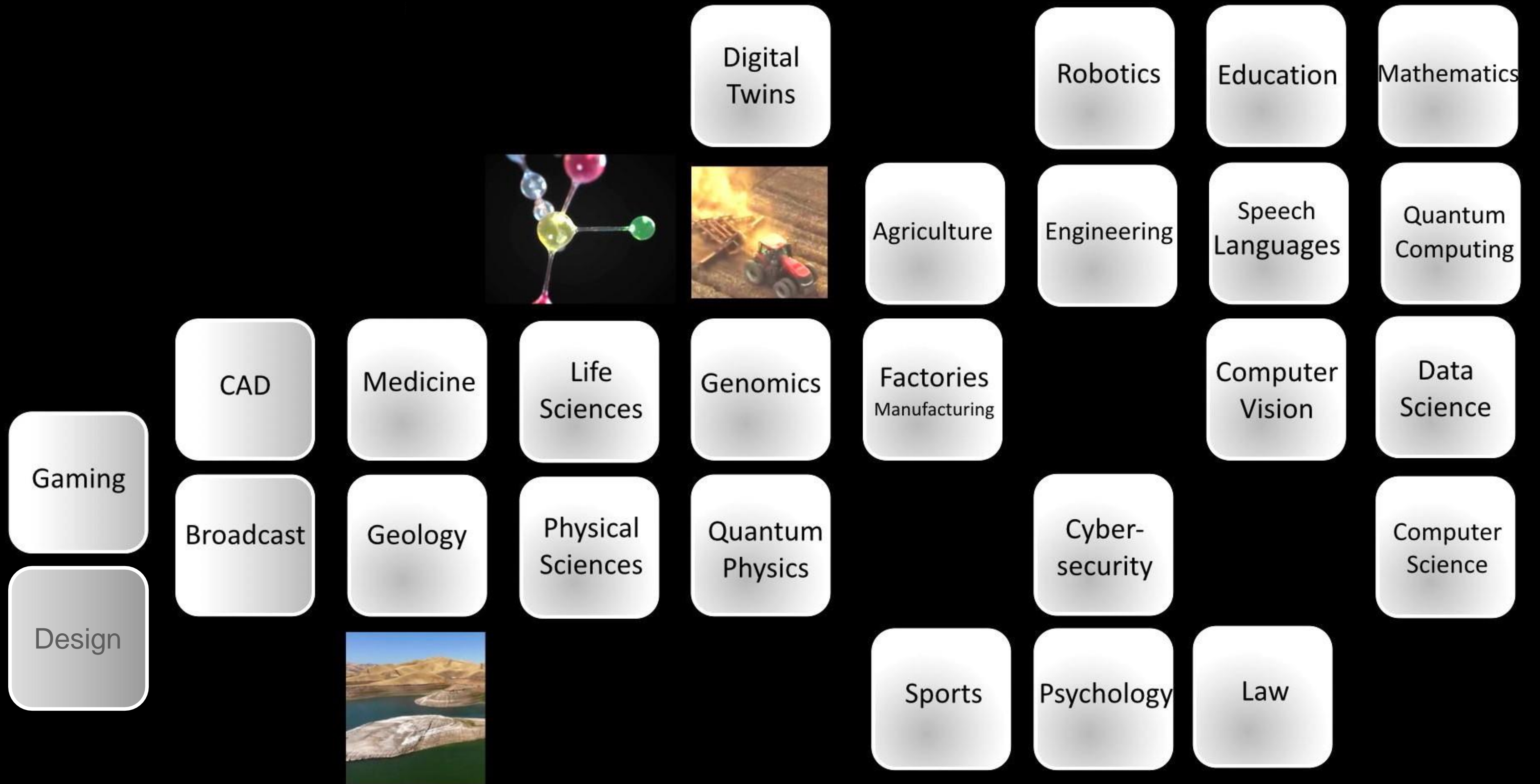
| UoPX Level | UoPX college/program | UI College | UI Degree | UI Program (same or similar) |
|---|---|------------|------------|------------------------------|
| UG | Bachelor of Science in Environmental Science | CNR | B.S.Env.S. | Environmental Science |
| <u>College of Health Professions</u> | | | | |
| UG | The Bachelor of Science in Health Administration | | | |
| UG | The Bachelor of Science in Health Management | | | |
| GRAD | Dual Degree in Master of Health Administration/Master of Business Administration | | | |
| GRAD | Master of Health Administration | | | |
| GRAD | Master of Health Administration Concentration in Health Care Compliance and Privacy | | | |
| GRAD | Master of Health Administration Concentration in Informatics | | | |
| GRAD | Master of Public Health Concentration in Community Health Leadership | | | |
| Competency | Master of Health Administration (Competency Based-CB) | | | |
| Dir Assess | The Bachelor of Science in Health Management (Competency Based-DA) | | | |
| PROF-credit cert-UG | Health Information Systems Certificate (Undergraduate) | | | |
| PROF-credit cert-UG | Medical Records Certificate (Undergraduate) | | | |
| PROF-credit cert-Grad | Graduate Health Care Compliance and Privacy Certificate | | | |
| PROF-credit cert-Grad | Graduate Health Care Informatics Certificate | | | |
| <u>College of Nursing</u> | | | | |
| UG | Bachelor of Science in Nursing | | | |
| GRAD | Doctor of Nursing Practice | | | |
| GRAD | Master of Science in Nursing Concentration in Informatics | | | |
| GRAD | Master of Science in Nursing Concentration in Informatics Bridge | | | |
| GRAD | Master of Science in Nursing Concentration in Nurse Administration | | | |
| GRAD | Master of Science in Nursing Concentration in Nurse Administration Bridge | | | |
| GRAD | Master of Science in Nursing Concentration in Nurse Education | | | |
| GRAD | Master of Science in Nursing Concentration in Nurse Education Bridge | | | |
| GRAD | Master of Science in Nursing/Family Nurse Practitioner | | | |
| GRAD | Master of Science in Nursing/Family Nurse Practitioner (Bridge) | | | |
| GRAD | Master of Science in Nursing/Family Nurse Practitioner (California) | | | |
| GRAD | Master of Science in Nursing/Family Nurse Practitioner Bridge (California) | | | |
| GRAD | Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner | | | |
| GRAD | Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner Bridge | | | |
| Competency | Bachelor of Science in Nursing (Competency Based-CB) | | | |
| <u>College of Social and Beh. Sciences</u> | | | | |
| UG | Associate of Arts in Criminal Justice | | | |
| UG | Bachelor of Science in Applied Psychology/Concentration in Media and Technology | CLASS | B.A./B.S. | Psychology |
| UG | Bachelor of Science in Correctional Program Support Services | | | |
| UG | Bachelor of Science in Criminal Justice Administration | CLASS | B.S. | Criminology |
| UG | Bachelor of Science in Industrial-Organizational Psychology | CLASS | B.S. | Organizational Sciences |
| UG | Bachelor of Science in Public Administration | | | |
| UG | Bachelor of Science in Social Work | | | |
| GRAD | Master of Public Administration | CLASS | M.P.A. | Public Administration |
| GRAD | Master of Science in Counseling Clinical Mental Health Counseling | | | |
| GRAD | Master of Science in Counseling Clinical Mental Health Counseling (California) | | | |
| GRAD | Master of Science in Counseling/Marriage, Family and Child Therapy | | | |
| GRAD | Master of Science in Industrial-Organizational Psychology | | | |
| GRAD | Master of Science in Psychology | CLASS | M.S. | Psychology |
| GRAD | Master of Science/Administration of Justice and Security | | | |

Note: This list cross references online programs titles at UoPX and UI. Only the program titles were considered, not curricula or learning outcomes. Programs with similar or same titles are highlighted in BLUE.

| UoPX Level | UoPX college/program | UI College | UI Degree | UI Program (same or similar) |
|------------|---|------------|-------------|---|
| Dir Assess | Master of Science in Psychology (Competency Based-DA) | | | |
| | | CALS | Minor | Human and Community Engagement |
| | | CALS | Cert - UG | Precision Agriculture |
| | | CALS | Cert - UG | Virtual Technologies |
| | | COS | M.A.T. | Mathematics |
| | | COS | Minor | Mathematics |
| | | COS | M.S. | Statistical Science |
| | | COGS | P.S.M. | Interdisciplinary Science and Technology |
| | | CLASS | Cert - UG | Corporate Social Responsibility |
| | | CLASS | B.G.S. | General Studies |
| | | CLASS | B.A. | History |
| | | CLASS | B.S. | History |
| | | CLASS | M.Mus. | Music |
| | | CLASS | Minor | Sociology |
| | | CNR | Cert - UG | Environmental Education and Science Communication |
| | | CNR | Cert - GRAD | Fire Ecology, Management, and Technology |
| | | CNR | Cert - UG | Natural Resource Management |
| | | CNR | M.N.R. | Natural Resources |
| | | COE | Cert - GRAD | Power System Protection and Relaying |
| | | COE | Cert - GRAD | Secure and Dependable Computing Systems |
| | | COE | M. Engr. | Civil Engineering |
| | | COE | M. Engr. | Computer Engineering |
| | | COE | M.Engr. | Electrical Engineering |
| | | COE | M.Engr. | Mechanical Engineering |
| | | COE | M.Engr. | Engineering Management |
| | | COE | M.S. | Computer Engineering |
| | | COE | M.S. | Computer Science |
| | | COE | M.S. | Electrical Engineering |
| | | COE | M.S. | Geological Engineering |
| | | COE | M.S. | Technology Management |

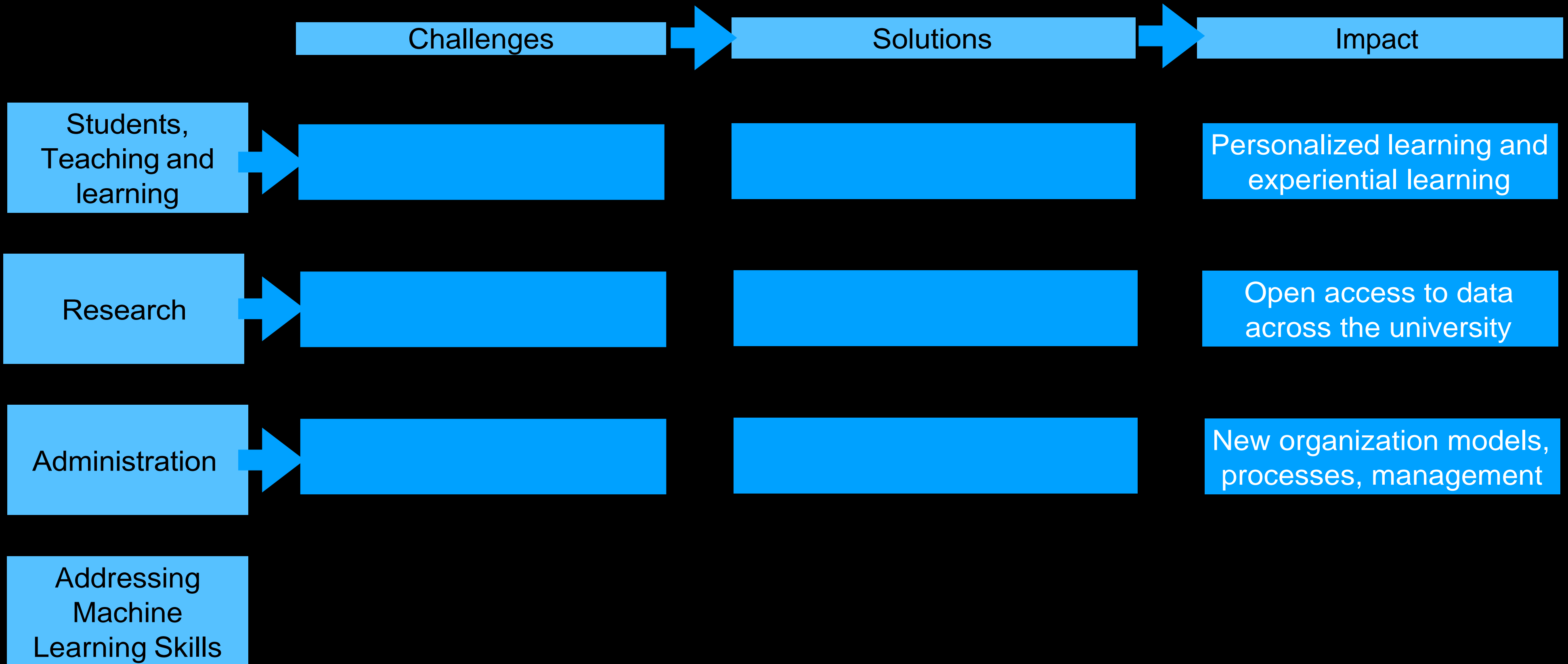
**SUMMARY: Same or similar program names: 10 programs (10/161 = 6.2% possible duplication)
 Unique programs to UoPX or UI: 151 programs (151/161 = 93.8% unique programming)**

Presentation of the AI Task force - 10/10/2023
Possible applications of AI for Teaching, Learning and Research

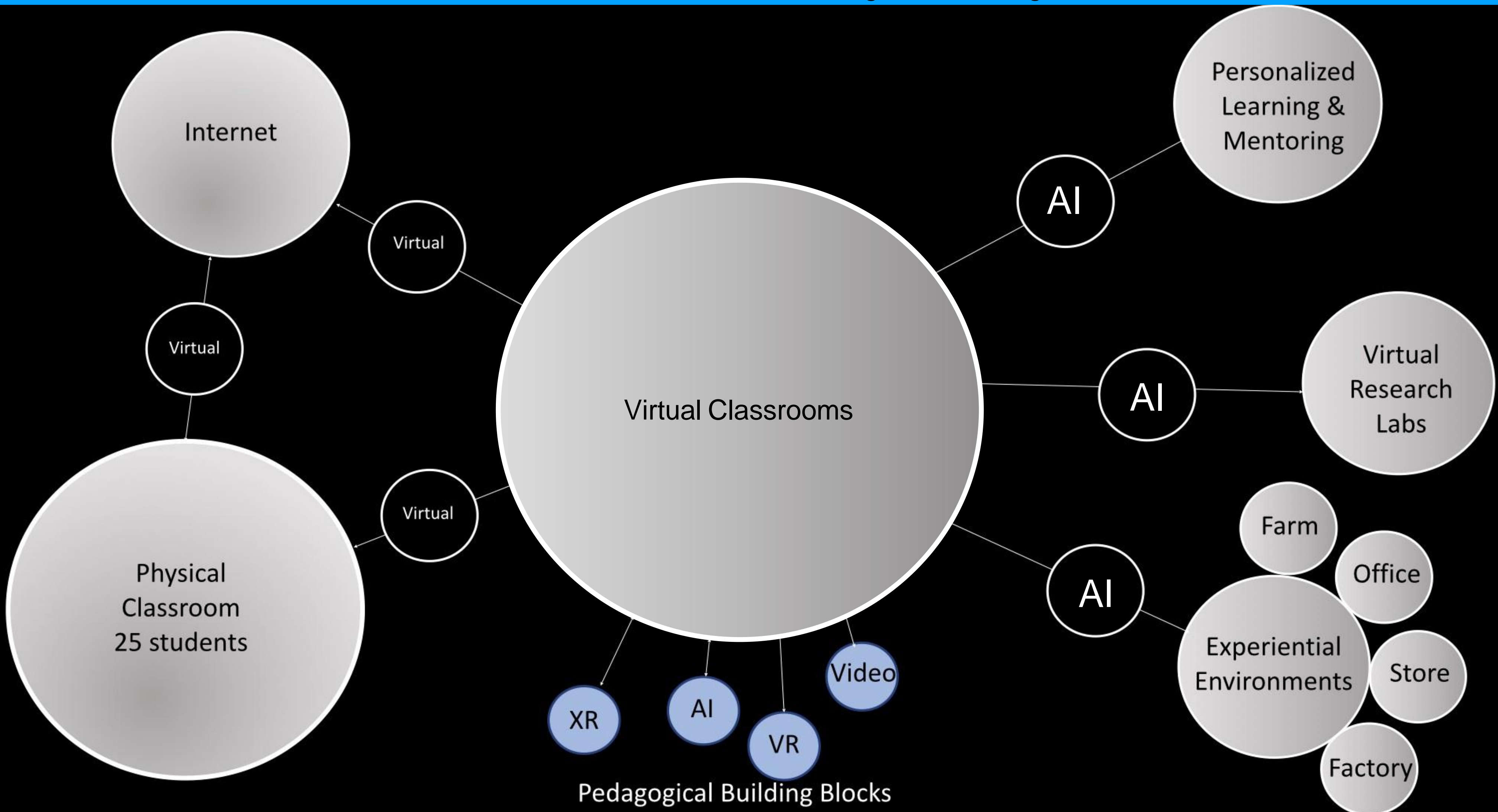


Presentation of the AI Task force - 10/10/2023

Possible AI Adoption Scenarios



Presentation of the AI Task force - 10/10/2023
Possible AI Scenarios for Teaching and Learning



2023 – 2024 Faculty Senate – Pending Approval
Meeting # 9

Approved at Mtg #10
October 24, 2023

Tuesday, October 17, 2023, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Torrey Lawrence (w/o vote), Long, McKenna, Miller, Mittelstaedt, Murphy, Ramirez, Rode, Rinker, Roberson, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals

Absent: Kirchmeier (excused), Blevins, Mischel, Raney, Reynolds

Guests/Speakers: Janis Johnson, Sydney Freeman, Ben Barton, Marco Seiferle-Valencia, Blaine Eckles, Lee Espey, Crystal Callahan

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #8, October 10, 2023, were approved as distributed.

Chair's Report:

- Chair Gauthier extended a warm welcome back to Policy Coordinator Diane Whitney. Her expertise was missed.
- In the spirit of the policy tracking mentioned at an earlier meeting, we plan to take a closer look at APM policies that impact faculty, and report to Senate before those policies move forward. For instance, the group of APM 45.xx policies deals with grants and research. Chair Gauthier is seeking one or two faculty who are familiar with research grant processes and are willing to read these policies and report to Senate. We look forward to working with the Policy Coordinator on this matter.
- Artificial Intelligence (AI) and Machine Learning (ML) is gathering a lot of interest! We received a large number of responses. The members of the AI/ML task force are: Bert Baumgaertner (Politics and Philosophy, Chair), Jagdish Patel (Chemical and Biological Engineering), Barrie Robison (Institute of Interdisciplinary Data Science, Director), Esteban Hernandez-Vargas (Math and Statistics), Douglas Habib, Center for Excellence in Teaching and Learning (CETL).
- UOPX survey: We acknowledge and thank Kristin and the members of the team for the great work produced in such a limited time.
- Reminders about scope of and motivation for the survey.
 - To give people the opportunity to voice their opinions.
 - We wish to honor the request for a survey voiced at the last UFM.
 - 94% of the senators voted (two weeks ago) in favor of a survey.
 - To provide constructive information to the administration and the working groups as we move forward.

Provost's Report:

- October 15 was the official census date for fall enrollment. We have the second largest incoming class (second to last year's), with 1,869 students. The total enrollment is at 11,849, a 3% overall increase. We are up 1.4% in retention rate, which is great news.

- There was great interest in joining the UOPX working groups – we received about 86 nominations/self-nominations, after removing duplicates. Soon we'll announce the names.
- "Common Read" event is tonight at 7:00pm in the Pitman Center International Ballroom.

Discussion:

Senator: There will be a Board for the "43 Education" entity. How will that Board be constituted? Provost's response: The Uof I Regents will appoint the members of "43 Education" board who will functional as the Board of Directors for UOPX. Most likely, our president and their president will be on it, and possibly a Regent. Also, indepent members are required. For continuity, one or two members of the current UOPX Board of Directors may be invited.

Committee Reports (vote)

- UCC 139: International Business Minor, drop – Stefanie Ramirez, Department of Business
Low student interest is a major reason for dropping the minor. In addition, efforts needed to truly provide a rich international business experience are beyond the available resources. Integrating international business topics and issues in existing courses, as we do, has been effective at providing exposure to the entire college student body. Supporting student-abroad opportunities by working to integrate those opportunities into degree requirements continues to provide a portion of the student body with additional international business experiences. There were no questions.
Vote: 21/21 yes. Motion passes.

- UCC 149: Black Studies Minor – Janis Johnson, English Department, Sydney Freeman, Leadership & Counseling
Changing degree name from Africana Studies Minor to Black Studies Minor. We believe this will make the degree more attractive and more accessible to more students. The term and concept "Africana" is confusing to many people. People tend to understand what "Black" means in relation to people and culture. There were no questions.
Vote: 21/21 yes. Motion passes.

The next two items will be discussed and voted on as a package.

- UCC 520: Chemical Addictions: Principals and Practice Academic Certificate – Ben Barton, Department Chair, Psychology and Communication
All courses in this proposed certificate are already in the course catalog. No new courses need to be created. The courses already exist as part of the addictions minor and regularly draw enrollments of 40-50 students. Creating this certificate will provide an academic opportunity for students who take all, or only half, of the curriculum required by the addictions minor.
- UCC 521: Professional Skills in Chemical Addictions Counseling Academic Certificate – Ben Barton, Department Chair, Psychology and Communication
All courses in this proposed certificate are already in the course catalog. No new courses need to be created. The courses already exist as part of the addictions minor and regularly draw enrollments of 40-50 students. Creating this certificate will provide an academic opportunity for students who take all, or only half, of the curriculum required by the addictions minor. There were no questions.
Vote: 20/20 yes. Motion passes.

Announcements and Communications:

- Spread Pay Task Force – Erin Chapman, School of Family and Consumer Sciences
The Spread Pay Task Force met on October 13, 2023, and will report to Senate shortly.
- State Board’s Instructional Materials Accessibility and Affordability Policy – Marco Seiferle-Valencia, General Library
The Open Campus Committee is in the process of bringing zero and very low cost *course marking* to the U of I. The SBOE Instructional Materials Accessibility and Affordability Policy defines “zero cost” as a total list price of \$0, and “very low cost” as a total list price of \$1 - \$30. In view of the SBOE policy and the growing interest in cost-conscious strategies, the plan is to see our first Zero and Very Low Cost marked courses in Fall 2024. By Idaho SBOE definition, *course marking* is the assignment of attributes to course sections that help students quickly identify important course information at registration time.
Research has shown that Open Textbooks (complete textbooks designed to replace traditional textbooks) are of similar quality to traditional texts and often better ranked by faculty and students. See <https://openedgroup.org/review> for the research. Equivalent learning performance between open and traditional textbooks, and a withdrawal rate 29% lower with open textbooks, have been reported. Marco cited many studies that demonstrate the benefits of open textbooks. Preliminary results of a Spring 2023 course material survey show high student desire for affordable course materials and faculty interest in developing OER. After bringing this new item from Library Affairs to Faculty Senate, the plan is to finalize supporting web content, tools for cost checking, etc. The communication should go out to department chairs in late October. The next steps involve: the Registrar office, departments workflow updating, process for quality control, beginning to apply cost attributes to course material for fall 2024 scheduling, and a student-facing campaign. First Zero and Very-Low Cost courses will appear at U of I in Fall 2024.

Discussion:

Different instructors require different material. Can the course marking be different depending on who is teaching the class? Marco responded that it’s indeed possible. Basically, it goes back to the difference between catalog and schedule. The catalog is the permanent metadata about the course but does not include an assigned instructor. On the other hand, course marking will happen at the scheduling level. So, the same class taught by different instructors can have different course markings on the schedule.

There was a question about the origin of the Open Campus Committee and absence of teaching faculty in the membership. Marco’s response: The library is already leading all the “open” activities. After the leadership transition in the office of the Vice Provost for Academic Initiatives, Dean Ben Hunter convened this committee to revisit the SB policy and our obligations. As for the absence of teaching faculty at the committee, Marco will be happy to visit with specific senate committees interested in this. He also noted that there is some time pressure because our peer institutions in the state are further along and some are offering course marking.

The provost added that this initiative is not a change in teaching. The group was charged with the implementation of a characterization of courses.

Scholars pay large sums to publish in open-access journals. A senator inquired about the funding source for publishing open textbooks. Marco’s reply: There are faculty who created interactive digital textbooks at no extra compensation. If these faculty connect with the library, we offer

Open Fellowship and are able to provide some honorarium. There are also big publishers of open books, such as OpenStack, affiliated with various universities. Libraries have significant funding through university, Microsoft, or private donors. There is strong institutional support also for peer review and, in some cases, the development of course software. There are multiple options, especially for textbooks at the lower-division undergraduate level.

Please contact Marco at marcosv@uidaho.edu for any questions.

- **Campus Safety Concerns** – Blaine Eckles, Vice President Student Affairs, Dean of Students; Lee Espey, Finance and Administration, Division Operation Officer
Many employees are interested in training for critical situations. We have received many requests for active shooter training, which we can offer together with MPD. We can also go to people's location on campus and teach them what to do in those crisis situations. Contact the Safety subcommittee to let them know what you would like to see offered that's not already covered. Reach out, ask, etc. We have many resources people may not know about.
Lee Espey:
Active shooter training, etc. (with MPD): More to come on how to access those trainings.
Discussion
What kind of training is being offered at the U of I Children Center, and how is that training/education being rolled down to the children at the center? Dean Eckles has recently spoken with the director of the center and asked her to prepare a communication to share with families.
- **University of Phoenix Draft Survey** – Jean-Marc Gauthier, Senate Chair, Kristin Haltinner, Senate Vice Chair.
Please provide constructive feedback on the questions that you think need improvement. The survey is a way to breakdown the complex situation with the University of Phoenix into several categories starting with academic issues. You can use the chat for feedback. An open document will also be available for you to provide feedback. The open doc is accessible to all senators through the link posted in the chat.
Kristin gave a brief background on the task force, followed by a brief discussion that articulated through the following points:
The survey will be administered through Qualtrics.
Should the respondent's college or unit be identified (see Question #18 in the draft)?
The draft can be shared with Staff Council.
The purpose of the survey: To give people the opportunity to voice their opinions. To collect constructive information for the administration and the working groups as we move forward.
The survey's results will be shared with the administration.

New Business:

There was none.

Adjournment:

The agenda being completed, Chair Gauthier adjourned at 4:36pm.

Respectfully Submitted,

Francesca Sammaruca

Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting 9

Tuesday, October 17, 2023 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #8 October 10, 2023 **Attach. #1**
- III. Chair's Report
 - AI Task Force Members
- IV. Provost's Report
- V. Committee Reports (vote)
 - UCC 139: International Business Minor – Stefanie Ramirez, Department of Business **Attach. #2**
 - UCC 149: Black Studies Minor – Janis Johnson, English Department, Sydney Freeman, Leadership & Counseling **Attach. #3**
 - UCC 520: Chemical Addictions: Principals and Practice Academic Certificate - Ben Barton, Department Chair, Psychology and Communication **Attach. #4**
 - UCC 521: Professional Skills in Chemical Addictions Counseling Academic Certificate - Ben Barton, Department Chair, Psychology and Communication **Attach. #5**
- VI. Announcements and Communications
 - Spread Pay Task Force - Erin Chapman, School of Family and Consumer Sciences
 - State Board's Instructional Materials Accessibility and Affordability Policy - Marco Seiferle-Valencia, General Library **Attach. #6**
 - Campus Safety Concerns - Blaine Eckles, Vice President Student Affairs, Dean of Students **Attach. #7**
 - University of Phoenix – Draft Survey **Attach. #8**
- VII. New Business

Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #8 October 10, 2023
- **Attach. #2** UCC 139
- **Attach. #3** UCC 149
- **Attach. #4** UCC 520
- **Attach. #5** UCC 521
- **Attach. #6** UI Policy Creation and Change
- **Attach. #7** Campus safety Concerns
- **Attach. #8** University of Phoenix – Draft Survey

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 8

Tuesday, October 10, 2023, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Raney, Rode, Rinker, Roberson, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals.

Absent: Haltinner (excused), Ramirez, Reynolds

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #7, October 3, 2023, were approved as distributed.

Chair's Report:

- A reminder about Annual Enrollment. This is the annual opportunity to review and make changes to your benefits for the upcoming plan year. Annual Enrollment begins October 16th and ends November 7th at midnight pacific time.
<https://www.uidaho.edu/human-resources/benefits/annual-enrollment>
- IT concerns – Update
The IT committee has been charged. The frequent concerns we continue to receive about OIT policy and its impact on research are being forwarded to the IT committee.
- Faculty welfare concerns – Update
Last week, we discussed with Dean of Students Blaine Eckles safety concerns and safety trainings employees would like to see offered. Dean Eckles will come back next week with updates.
Last week we didn't have time to talk about parking issues. In the meantime, we charged the Parking Committee with looking into those.
- University of Phoenix - Task Force Update, Barb Kirchmeier
The following senators volunteered to serve on the task force: Barb Kirchmeier, Erin Chapman, Stefanie Ramirez, Florian Justwan and Vice Chair Haltinner. So far we have been brainstorming survey questions in a google doc – and soliciting questions from others (Jean-Marc and Torrey have offered some). We will be meeting this week to finalize the draft to present to senate at the next meeting. As discussed at senate, the goal is to identify concerns about the UOPX affiliation and hopefully use this information to inform discussions moving forward.
- On-going effort by the Committee on Committees – Update
The committee on committees has begun an audit of existing committees. We are surveying former committee chairs to assess: the workload of the committee (both in terms of time and mental load); the scope of the committees; whether the current make up is appropriate for the scope and equitable. For instance, we found that women are overrepresented by 5%, something to keep in mind in our next appointment process.

Addendum by the Secretary: The process of eliminating inactive committees started last year. We also want to refresh your memory about [FSH 1620 University-Level Committees](#), which needed revision. We hope to bring it back in a few weeks. It's out of the Committee on Committees and waiting for Policy Coordinator and General Counsel review.

Provost's Report:

- A reminder that midterm grades are due Monday, October 16. Please be sure to submit midterm grades for all of your classes.
- It is Homecoming Week. The Homecoming Parade is Saturday at 12:30pm. The football game starts at 7:30pm on Saturday, Oct.14. Some colleges are hosting special events this week. COS has a solar eclipse watch party, Saturday, October 14, 8:00 – 10:45am. CAA has an open house around their project of affordable housing in Moscow. CALS has a groundbreaking event for the Meat Science and Innovation Center from 4:00-7:00 pm. The complete Homecoming schedule: <https://www.uidaho.edu/events/signature-events/homecoming>
- UOPX Working Group nominations are due Friday, October 13. About 70 nominations have been received at this time. The nomination form is at: https://uidaho.co1.qualtrics.com/jfe/form/SV_bg50bV9m4qrgS7I

Announcements and Communications:

- University of Phoenix – Torrey Lawrence
Provost Lawrence is in the process of visiting all colleges to talk about UOPX and correct some common misconceptions.
[Slides shown during this presentation are attached to these minutes.](#)
In response to an earlier question by a senator, the Provost presented data from IPEDS (Integrated Postsecondary Education Data Statistics), covering the period from 2012 to 2021, for:
 - Enrollment at the four four-year institutions in Idaho: BSU, ISU, LCSC, U of I.
 - Total number of employees for the same regional peers.
 - Breakdown of all employees in faculty and non-faculty (as defined by IPEDS) at U of I.

Enrollment has been fairly stable. The numbers for ISU and UI are very close. On the other hand, the number of employees at U of I is substantially above the one at ISU. Extension and a larger number of research staff at U of I explain a large part of the difference. The number of employees follows the enrollment trends. The U of I data broken down in faculty and non-faculty shows a decrease in both groups around 2020, due to the budget cuts. (Note: postdoctoral researchers and some staff in extension offices are included in the non-faculty group.)

Similar charts were then presented for UOPX.

Enrollment data for UOPX between 2012 and 2021 reveals a significant reduction – from about 346,000 to 8,800. They refocused under new ownership and started a major downsizing (including the closure of all in-person locations). As a result, enrollment started to stabilize. The number of employees shows a large reduction for both faculty and non-faculty. Prior to the downsizing, the number of faculty was much larger than the number of staff. In recent years, those figures have become very similar. (Note: when comparing staff data from UI and UOPX, one should keep in mind that UOPX does not have some of our offices or units (such as Extension, Advancement, athletic department, etc.).

[Discussion:](#)

A senator asked why UOPX needs our involvement. Provost Lawrence replied that it's very difficult for a for-profit institution to become non-profit on its own. With our relationship, they will have greater ability to focus on their mission. Also, their goals and mission to serve non-traditional learners align with ours, as a public land-grant institution, and we are open to innovative ideas.

In response to a question as to whether U of I and UOPX online programs are unique to each other or there may be a competition, the Provost cited the slides he displayed last week ([attached to these minutes](#)) showing that UOPX online programs have little overlap with ours. (Disclaimer: this information is not the result of a thorough study of the two curriculums. The Provost put it together cross-referencing program names in the catalogs.) We do not plan to close any of our online programs as a result of this affiliation. Furthermore, we are offering programs in different ways. At UOPX, there are no traditional semesters or terms, which give students more flexibility. We have the opportunity to create pathways (such as, "4+1" MS degrees) across the two institutions.

A senator inquired about the possible impact on Engineering Outreach (EO). Provost Lawrence ensured that EO will continue. UOPX has a very established team to set up all aspects of online programs, and we can take advantage of their experience and capabilities for our online learning programs.

A senator expressed concerns about the Computer Science (CS) program. Their graduate admission committee recently denied admission to a student whose credits were all from UOPX. The committee didn't think that the UOPX offerings in CS met our standards. The senator expects some areas to be problematic and worries about the culture at UOPX. Provost Lawrence replied that it's important to look carefully at the curriculum. This is an issue that may happen with transfer students from any other school. Hundreds of UOPX credits have already been approved for transfer.

- Artificial Intelligence (AI) Task Force - Jean-Marc Gauthier
Chair Gauthier mentioned several on-going initiatives at U of I. For example, Barrie Robison and his team gave a great presentation about AI last Friday. The focus of the AI task force, when assembled, is to develop responsible uses of artificial intelligence and machine learning for academic activities. These are key elements to tackling some of the university's most challenging problems. ([Chair Gauthier proceeded to display the slides that are attached to these minutes.](#)) He also mentioned a virtual classroom project – a novel way of teaching and learning – that his team is working on.

Discussion:

A discussion followed on the importance of more open data availability across the university, and the need to facilitate data access, storage, and dissemination. Comments were in strong support of an early start of this initiative. It's a big undertaking that goes beyond teaching and learning and may potentially involve new policies. Collaborating with CETL's existing work in this area around teaching and learning aspects will be useful.

New Business:

- New Policy Tracking Schedule and Planning
The purpose is to develop a visual planning of what's coming to senate, what has been approved, where those policies are in the approval pipeline, if they are going forward, etc.

We will discuss this with Policy Coordinator Diane Whitney.

- **New Senate Networking Event**
This is a preliminary idea originating from some senators' "zoom fatigue." Perhaps we could raise funds to support an event for senators and others to meet in person and network. Suggestions are welcome.

Adjournment:

The agenda being completed, Chair Gauthier adjourned at 4:30pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

139: INTERNATIONAL BUSINESS MINOR

In Workflow

1. 079 Chair (myagroza@uidaho.edu)
2. 13 Curriculum Committee Chair (estuen@uidaho.edu)
3. 13 Dean (dwoolley@uidaho.edu; lvictoravich@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu)
13. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu)
14. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Wed, 14 Sep 2022 16:01:50 GMT
Mya Groza (myagroza): Approved for 079 Chair
2. Wed, 21 Sep 2022 17:00:05 GMT
Eric Stuen (estuen): Approved for 13 Curriculum Committee Chair
3. Thu, 19 Jan 2023 18:42:55 GMT
Darryl Woolley (dwoolley): Approved for 13 Dean
4. Sun, 05 Feb 2023 19:37:53 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Thu, 21 Sep 2023 21:17:33 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Tue, 03 Oct 2023 18:03:08 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 03 Oct 2023 18:15:39 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 04 Oct 2023 21:57:46 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 10 Oct 2023 19:18:28 GMT
Sydney Beal (sbeal): Approved for UCC

Program Inactivation Proposal

Date Submitted: Wed, 31 Aug 2022 00:26:06 GMT

Viewing: 139 : International Business Minor

Last edit: Tue, 03 Oct 2023 18:14:57 GMT

Changes proposed by: Daniel Eveleth

Final Catalog

2024-2025

What is the student impact, if any?

Little impact on students. Interest in the minor has been low; and opportunities to learn about international business are available in other program-courses.

What will be the last semester of the teach-out period?

There are currently no students enrolled in the minor, and we have been advising students against enrolling in it. Thus, we expect the number to stay at zero.

What is the teach-out plan?

As stated above, there are no students enrolled in the minor; a pattern that has been true for some time. Thus, there is no need for a teach-out plan.

Rationale for Inactivation

Low student interest is a major reason for dropping the minor. In addition, efforts needed to truly provide a rich international business experience are beyond the available resources. Integrating international business topics and issues in existing courses, as we do, has been effective at providing exposure to the entire college student body, and supporting student abroad opportunities by working to integrate those opportunities into degree requirements continues to provide a portion of the student body with additional international business experiences.

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2024-2025

Program Title

International Business Minor

CIP Code

52.1101 - International Business/Trade/Commerce.

Curriculum:

Note: This minor is limited to students majoring in the College of Business and Economics.

| Code | Title | Hours |
|---|---|--------------|
| BUS 490 | Strategic Management | 3 |
| ECON 446 | International Economics | 3 |
| FIN 381 | International Finance | 3 |
| MKTG 482 | International Marketing | 3 |
| POLS 237 | Introduction to International Politics | 3 |
| Select one of the following courses or another elective approved by the International Business Minor Advisor: | | 3 |
| ECON 447 | International Development Economics | |
| FLEN 307 | Institutions of the European Union | |
| MHR 418 | Managing Organization Design and Leading Changes | |
| POLS 440 | International Organizations and International Law | |

Total Hours**18**

Foreign language mastery is required equivalent to completion of the introductory and intermediate courses, and an upper-division course in a language. A semester of study and/or internship in another country is recommended. CBE students currently have direct access to academic programs at Växjö University (Sweden), Ecole Supérieure de Commerce de Chambéry (France), Pontificia Universidad Católica del Ecuador, Griffith University (Australia), Fachhochschule für Technik und Wirtschaft Berlin (Germany), University of Zaragoza (Spain), Haagse Hogeschool (The Netherlands), the Southern Denmark Business School, and the University of Newcastle upon Tyne (United Kingdom). CBE students also have access to programs in Australia, Chile, France, Italy, and Spain through the University Studies Abroad Consortium, and to numerous schools in various countries through the International Student Exchange Program. Internships are developed on an ad hoc basis.

Courses to total 18 credits for this minor

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene
Moscow

Key: 139

149: BLACK STUDIES MINOR

In Workflow

1. 465 Chair (465 Chair@uidaho.edu)
2. 033 Chair (klevan@uidaho.edu)
3. CLASS Review (ctibbals@uidaho.edu)
4. 18 Curriculum Committee Chair (folwell@uidaho.edu)
5. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
6. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
7. Curriculum Review (Curriculum Review@uidaho.edu)
8. Degree Audit Review (rfrost@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (disable)
11. UCC (none)
12. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
13. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
14. Catalog Update (lindseybrown@uidaho.edu)

Approval Path

1. Tue, 29 Aug 2023 17:05:19 GMT
Sydney Beal (sbeal): Approved for 465 Chair
2. Thu, 31 Aug 2023 22:24:52 GMT
Kristine Levan (klevan): Approved for 033 Chair
3. Wed, 06 Sep 2023 18:12:36 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
4. Wed, 06 Sep 2023 18:35:08 GMT
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
5. Wed, 06 Sep 2023 21:58:42 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
6. Tue, 19 Sep 2023 15:04:40 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
7. Thu, 21 Sep 2023 21:16:14 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
8. Tue, 03 Oct 2023 18:03:24 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Tue, 03 Oct 2023 18:22:43 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
10. Wed, 04 Oct 2023 16:44:11 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
11. Tue, 10 Oct 2023 17:56:56 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Apr 2, 2021 by Amy Kingston (amykingston)
2. Nov 5, 2021 by Sara Mahuron (sara)

Date Submitted: Mon, 28 Aug 2023 22:58:52 GMT

Viewing: 149 : Black Studies Minor

Last approved: Fri, 05 Nov 2021 19:59:01 GMT

Last edit: Tue, 29 Aug 2023 16:54:39 GMT

Changes proposed by: Janis Johnson

Faculty Contact

| Faculty Name | Faculty Email |
|---------------|-------------------|
| Janis Johnson | janson@uidaho.edu |

Change Type (Choose all that apply)

Change the name of a degree, major, option, emphasis, minor, certificate, concentration or specialization

Description of Change

Change degree name from Africana Studies Minor to Black Studies Minor.

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Culture, Society and Justice

Effective Catalog Year

2024-2025

Program Title

Black Studies Minor

Program Credits

18

CIP Code

05.0201 - African-American/Black Studies.

Curriculum:

| Code | Title | Hours |
|--|--|-------|
| IS 426 | Seminar in Africana Studies | 3 |
| Select one course in Contemporary Race Relations: | | 3 |
| HIST 213 | Race and Ethnicity through the Ages | |
| SOC 427 | Racial and Ethnic Relations | |
| Select 12 additional elective credits from the following two lists of Humanities-based and Social Science-based courses, with at least 3 credits from each list: | | 12 |
| Humanities: | | |
| COMM 335 | Intercultural Communication | |
| EDCI 302 | Teaching Culturally Diverse Learners | |
| ENGL 380 | U.S. Ethnic Literature | |
| ENGL 383 | African American Literature | |
| ENGL 385 | World Literature | |
| FLEN 313 | French/Francophone Literature in Translation | |
| FLEN 315 | French/Francophone Cinema in Translation | |
| HIST 213 | Race and Ethnicity through the Ages | |
| HIST 310 | The Civil War and Reconstruction | |
| HIST 315 | Comparative African-American Cultures | |
| HIST 331 | The Age of African Empires | |
| HIST 441 | Slavery and Freedom in the Americas | |
| MUSA 365 | Chamber Ensemble ((World Beats only)) | |
| MUSH 201 | History of Rock and Roll | |
| MUSH 410 | Studies in Jazz History | |
| MUSH 420 | Studies in World Music | |
| Social Science: | | |
| ANTH 261 | Language and Culture | |
| ANTH 462 | Human Issues in International Development | |
| CRIM 334 | Policing | |

| | |
|-------------|---|
| CRIM 439 | Inequalities in the Justice System |
| IS 325 | The Contemporary Muslim World |
| IS 326 | Africa Today |
| IS 370 | African Community, Culture, and Music |
| IS 384 | African Politics |
| or POLS 384 | African Politics |
| IS 498 | Internship |
| LAS 462 | Human Issues in International Development |
| POLS 480 | Politics of Development |
| SOC 340 | Environmental Sociology and Globalization |
| SOC 427 | Racial and Ethnic Relations |
| SOC 465 | Environmental Justice |

Total Hours

18

Courses to total 18 credits for this minor

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

Learning Objectives

1. Students will be able to communicate effectively about topics related to Africa and the African diaspora.
2. Students will be able to explain their positionality in relation to Africa and the African diaspora.
3. Students will be able to discuss the history and contemporary experiences of people in Africa and the African diaspora and their contribution to the global community from more than one disciplinary perspective.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

We believe this will make the degree more attractive and more accessible to more students. The term and concept "Africana" is confusing to many people. People tend to understand what "Black" means in relation to people and culture.

Key: 149

520: CHEMICAL ADDICTIONS: PRINCIPLES AND PRACTICE ACADEMIC CERTIFICATE

In Workflow

1. 027 Chair (barton@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
6. Curriculum Review (Curriculum Review@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
13. Catalog Update (lindseybrown@uidaho.edu)

Approval Path

1. Wed, 30 Aug 2023 00:06:21 GMT
Benjamin Barton (barton): Approved for 027 Chair
2. Wed, 06 Sep 2023 14:57:55 GMT
Charles Tibbals (ctibbals): Rollback to 027 Chair for CLASS Review
3. Wed, 06 Sep 2023 20:26:01 GMT
Benjamin Barton (barton): Approved for 027 Chair
4. Wed, 13 Sep 2023 18:21:16 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
5. Fri, 15 Sep 2023 17:43:03 GMT
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
6. Fri, 15 Sep 2023 17:51:21 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
7. Tue, 19 Sep 2023 15:39:33 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
8. Thu, 21 Sep 2023 21:21:40 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
9. Tue, 03 Oct 2023 18:17:05 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Tue, 03 Oct 2023 21:20:26 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
11. Wed, 04 Oct 2023 16:41:52 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
12. Tue, 10 Oct 2023 17:56:33 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Tue, 29 Aug 2023 23:34:51 GMT

Viewing: 520 : Chemical Addictions: Principles and Practice Academic Certificate

Last edit: Tue, 03 Oct 2023 18:16:55 GMT

Changes proposed by: Benjamin Barton

Faculty Contact

| Faculty Name | Faculty Email |
|-----------------|-------------------|
| Benjamin Barton | barton@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Psychology and Communication

Effective Catalog Year

2024-2025

Program Title

Chemical Addictions: Principles and Practice Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

34.0104 - Addiction Prevention and Treatment.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

Yes

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

Financial impact will comprise tuition and fees generated by students enrolling in courses.

Curriculum:

All required coursework must be completed with a grade of "C" or better (O-10-a).

| Code | Title | Hours |
|--------------------|--|--------------|
| PSYC 470 | Introduction to Chemical Addictions | 3 |
| PSYC 472 | Introduction to the Pharmacology of Psychoactive Drugs | 3 |
| PSYC 473 | Blood and Airborne Pathogens: HIV/STDs/Hepatitis/TB | 3 |
| PSYC 474 | Record Keeping and Case Management in Chemical Addictions Counseling | 3 |
| Total Hours | | 12 |

Courses to total 12 credits for this certificate.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Online Only

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. The student will demonstrate knowledge about the extent of substance abuse in society, the implications of substance abuse beyond the individual, and approaches to addiction treatment.
- 2.#The student will be able to understand ethical standards and ethical dilemmas, and how ethics relates to personal, legal, and professional standards.
- 3.#The students will understand strategies and tools for individual and group counseling.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Signature assignments will be embedded in courses. Students' performance on signature assignments will be used to determine the percentages of students who failed to meet, met, or exceeded expectations articulated in the program learning outcomes.

How will you ensure that the assessment findings will be used to improve the program?

Assessment findings will be reviewed during the annual assessment cycle and used to refine course materials.

What direct and indirect measures will be used to assess student learning?

Signature assignments embedded in courses will serve as direct measures.

When will assessment activities occur and at what frequency?

All learning outcomes will be assessed at least once during a three-year period.

Student Learning Outcomes

Learning Objectives

1. The student will demonstrate knowledge about the extent of substance abuse in society, the implications of substance abuse beyond the individual, and approaches to addiction treatment.
2. The student will be able to understand ethical standards and ethical dilemmas, and how ethics relates to personal, legal, and professional standards.
3. The students will understand strategies and tools for individual and group counseling.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

All courses in this proposed certificate are already in the course catalog. No new courses need to be created. The courses already exist as part of the addictions minor and regularly draw enrollments of 40-50 students. Creating this certificate will provide an academic opportunity for students who take all, or only half, of the curriculum required by the addictions minor.

Reviewer Comments

Charles Tibbals (ctibbals) (Wed, 06 Sep 2023 14:57:55 GMT): Rollback: Rolled back at Ben's request

Linda Lundgren (lindalundgren) (Thu, 21 Sep 2023 22:44:25 GMT): Chemical Addictions: Principles and Practice position description received from Benjamin Barton on 9/21/23 (below): The Chemical Addictions: Principles and Practice certificate comprises four of the eight courses in the Addictions minor, which is among the programs in Psychology and Communication. This certificate will serve all students who are completing the minor. However, the certificate will be especially useful for students who are interested in the addictions subject area but do not want to pursue the entire curriculum in the Addictions program. The curriculum for this certificate comprises courses already active and in faculty members' rotations. No new faculty must be hired to support this certificate and no resources are required for online course development.

Rebecca Frost (rfrost) (Tue, 03 Oct 2023 18:16:55 GMT): Adjusted course listing to meet catalog standards.

Key: 520

521: PROFESSIONAL SKILLS IN CHEMICAL ADDICTIONS COUNSELING ACADEMIC CERTIFICATE

In Workflow

1. 027 Chair (barton@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
6. Curriculum Review (Curriculum Review@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
13. Catalog Update (lindseybrown@uidaho.edu)

Approval Path

1. Wed, 06 Sep 2023 20:26:06 GMT
Benjamin Barton (barton): Approved for 027 Chair
2. Wed, 13 Sep 2023 18:22:32 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Fri, 15 Sep 2023 17:43:08 GMT
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Fri, 15 Sep 2023 17:51:48 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
5. Tue, 19 Sep 2023 15:40:48 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
6. Thu, 21 Sep 2023 21:22:00 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
7. Tue, 03 Oct 2023 18:18:35 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 03 Oct 2023 21:22:03 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Wed, 04 Oct 2023 16:42:08 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
10. Tue, 10 Oct 2023 17:56:41 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Wed, 06 Sep 2023 16:49:47 GMT

Viewing: 521 : Professional Skills in Chemical Addictions Counseling Academic Certificate

Last edit: Tue, 03 Oct 2023 18:18:21 GMT

Changes proposed by: Benjamin Barton

Faculty Contact

| Faculty Name | Faculty Email |
|-----------------|-------------------|
| Benjamin Barton | barton@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Psychology and Communication

Effective Catalog Year

2024-2025

Program Title

Professional Skills in Chemical Addictions Counseling Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

34.0104 - Addiction Prevention and Treatment.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

Yes

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

Financial impact will comprise tuition and fees generated by students enrolling in courses.

Curriculum:

All required coursework must be completed with a grade of 'C' or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

| Code | Title | Hours |
|-------------|---|--------------|
| PSYC 475 | Professional Ethics in Addictions Counseling | 3 |
| PSYC 476 | Relapse Prevention in Chemical Addictions Counseling | 3 |
| PSYC 478 | Individual and Group Therapy Techniques in Chemical Addictions Counseling | 3 |
| PSYC 482 | Client Screening, Assessment, and Placement | 3 |

Total Hours**12**

Courses to total 12 credits for this certificate.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

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List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

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- 2.#The student will be able to understand ethical standards and ethical dilemmas, and how ethics relates to personal, legal, and professional standards.
- 3.#The students will understand strategies and tools for individual and group counseling.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Signature assignments will be embedded in courses. Students' performance on signature assignments will be used to determine the percentages of students who failed to meet, met, or exceeded expectations articulated in the program learning outcomes.

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What direct and indirect measures will be used to assess student learning?

Signature assignments embedded in courses will serve as direct measures.

When will assessment activities occur and at what frequency?

All learning outcomes will be assessed at least once during a three-year period.

Student Learning Outcomes

Learning Objectives

1. The student will demonstrate knowledge about the extent of substance abuse in society, the implications of substance abuse beyond the individual, and approaches to addiction treatment.
- 2.#The student will be able to understand ethical standards and ethical dilemmas, and how ethics relates to personal, legal, and professional standards.
- 3.#The students will understand strategies and tools for individual and group counseling.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

All courses in this proposed certificate are already in the course catalog. No new courses need to be created. The courses already exist as part of the addictions minor and regularly draw enrollments of 40-50 students. Creating this certificate will provide an academic opportunity for students who take all, or only half, of the curriculum required by the addictions minor.

Reviewer Comments

Linda Lundgren (lindalundgren) (Thu, 21 Sep 2023 22:41:27 GMT): Program Description received from Benjamin Barton on 9/21/23 (below) The Professional Skills in Chemical Addictions Counseling certificate comprises four of the eight courses in the Addictions minor, which is among the programs in Psychology and Communication. This certificate will serve all students who are completing the minor. However, the certificate will be especially useful for students who are interested in the addictions subject area but do not want to pursue the entire curriculum in the Addictions program. The curriculum for this certificate comprises courses already active and in faculty members' rotations. No new faculty must be hired to support this certificate and no resources are required for online course development.

Rebecca Frost (rfrost) (Tue, 03 Oct 2023 18:18:21 GMT): Adjusted to catalog standards.

Key: 521

Safety Programming

University of Idaho

Violence Prevention Programs

Voices for Change--STUDENTS

- All new incoming and transfer students under the age of 24 are assigned to this online Safety Program: <https://www.uidaho.edu/student-affairs/dean-of-students/violence-prevention/required-safety-program>
- There is a specific student-athlete refresher course that all athletes are also required to complete.

Katy Benoit Campus Safety Awareness Month--ANYONE

- A month of intentional programming and outreach relating to campus safety and wellbeing, including a safety resource fair, keynote, personal safety/self-defense, and so much more: <https://www.uidaho.edu/events/safety-month>
 - Campus Safety Resource Fair
 - Green Dot for Employees
 - Keynote Forum on Safety
 - Stalking in Diverse Communities
 - Personal Safety & Vigilance Education Training (Multiple Dates)
 - Campus Safety Light Audit
- Though some things shift between years, many of the events/programs occur annually.

Sexual Assault Awareness Month--ANYONE

- Another month of intentional programming to mobilize our community around sexual assault awareness and prevention: <https://www.uidaho.edu/student-affairs/dean-of-students/violence-prevention/events/saam>

Other Awareness Months

- We also do tabling/outreach:
 - Domestic Violence Awareness Month (October)
 - National Stalking Awareness Month (January)
 - Healthy Relationships Month (February)

On-Demand Trainings—STUDENTS OR EMPLOYEES

- Anyone on campus can request us to come in and provide trainings/workshops on Power-Based Violence: <https://www.uidaho.edu/student-affairs/dean-of-students/violence-prevention/presentations>
- The most prominent of these is **Green Dot**, our Bystander Intervention Program: <https://www.uidaho.edu/student-affairs/dean-of-students/violence-prevention/green-dot>

In the Works

- **Campus Safety Focus Groups** with students from diverse backgrounds.
 - *Suggest faculty also do focus groups with faculty on what safety training they would like to see/have*
- An **Empowerment Self-Defense Committee** has met a couple of times to look at the viability of starting a for-credit class on campus.--**ANYONE**
 - This is a more evidence-based program that encompasses boundary setting, verbal de-escalation, and much more in addition to the physical self-defense skills.
 - Welcome others to join the committee. Can have a faculty representative. We NEED faculty.
 - Email Cori Damron at cdamron@uidaho.edu or askjoe@uidaho.edu

Campus Safety: <https://www.uidaho.edu/infrastructure/pss> --**ANYONE**

- 24-hour/365 Day a year campus safety patrols
- Moscow PD Substation
- Vandal-Alert Program
- Emergency Management
 - What to do in case of...
 - Bomb Threat
 - Building evacuation
 - Fire or explosion
 - Medical Emergency
 - Power Outage
 - Terrorism
- Jumpstarts
- Loaner gas can
- After hours lockouts
- Training Videos
 - Active Shooter Training
 - Clery Center Training
 - Flash Point (What to do when violence is in the workplace)
 - Shots Fired in the Workplace
 - Shots Fired on Campus
- **"Request a Training"**
 - Done in conjunction with Moscow PD
- VandalSafe
 - SafeWalk or SafeRide; 885-SAFE (7233)
- lightsout@uidaho.edu
 - Send an email if you see a Light Out on campus. Is reviewed and followed-up on

UI Policy: Creation and Change



FSH 1460 University-wide Policy Development

Contains all procedure for
policy development and
approval.

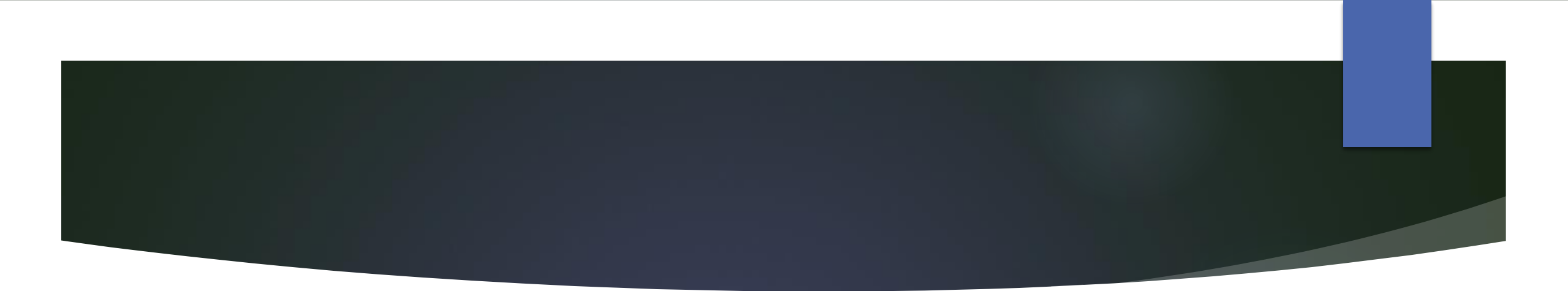
What is a policy?

Must

1. Advance our mission, **or**
2. Be needed for legal compliance

And do one or more of the following:

- Reduce institutional risk
- Promote efficiency
- Have a significant impact on UI



Faculty-Staff
Handbook
VS
Administrative
Procedures
Manual

- ▶ Confusing names for historical reasons
- ▶ Both contain policy and procedure
- ▶ Approval pathways depend on whether subject matter is within the purview of faculty governance

The Big Picture

- 376 policies and procedures
- SBOE requires system for regular review
- Policy ownership system
- Need to prioritize

Policy Approval Pathways: Overview

1. “Normal” approval process:
FSH 1460
2. Minor amendment
3. Interim policy
4. Emergency actions during
communicable disease
outbreak: FSH 6990

1. Notify the Policy Director of Your Plan

The Policy Director can help with

- ▶ Early input and advice
- ▶ Preventing duplicative revisions
- ▶ Drafting
- ▶ Ensuring review by all stakeholders

2. Request the official document of an existing policy

Policy revisions using text copied from website will be rejected 😞

3. Follow best practices for policy drafting

- ▶ Use the policy development materials on the University Policy website:
 - ▶ Policy Manual
 - ▶ Guidance for Policy Owners
 - ▶ Policy Template
- ▶ Learn from other institutions. No such thing as plagiarism in policy.
- ▶ Check that your revisions don't conflict with related policies or procedures, including Board policy.
- ▶ Consult with all stakeholders.
- ▶ Resist the urge to address every possibility!

4. Once you're done developing the policy

Email the policy and cover sheet to the Policy Director.

The Policy Director will

- ▶ Review for drafting problems and conflicts with other policies
- ▶ Submit for legal review
- ▶ Ensure appropriate stakeholder input

The
Approval
Process:
**Policies
within
purview of
faculty
governance**



Faculty Senate



University Faculty Meeting



President



For some policies, State Board of Education



Back to Policy Director for publication

The Approval
Process:
**Policies *not*
within purview
of faculty
governance**



To Faculty Senate and Staff Council for
Review and Comment Only



University Faculty Meeting (FYI only)



President



For some policies, State Board of Education



Back to Policy Director for publication

Minor Amendments

- ▶ No approvals needed when change is for
 - ▶ Making policy consistent with controlling legal authority, or
 - ▶ Making clerical changes
- ▶ Just email request to Policy Director

Interim policies

- ▶ Used when there's not enough time to complete the standard review and approval process
- ▶ Only to address legal requirements or significant institutional risk
- ▶ Have to include timeline for completing standard review and approval

Questions?

Diane Whitney

Director of University Policy

University Compliance Coordinator

Office of the Provost and Office of General Counsel

Uofl-policy@uidaho.edu

Draft Survey Questions

This survey is attended to assess employee levels of excitement, concern, and other sentiments regarding the affiliation with the University of Phoenix. It is being sent out by faculty senate due to employee request.

We will not be collecting any identifying data and your responses will remain confidential.

1. *How knowledgeable are you about the University of Phoenix and its programs?*

Not at all knowledgeable
Not very knowledgeable
Fairly Knowledgeable
Very Knowledgeable

2. *How knowledgeable are you about the details of the affiliation agreement with the University of Phoenix?*

Not at all knowledgeable
Not very knowledgeable
Fairly Knowledgeable
Very Knowledgeable

3. *Did you attend one of Provost Lawrence's listening sessions in early October?*

Yes
No

4. *What have been your primary sources of information about the proposed University of Phoenix affiliation?*

Local/state news reports (Lewiston Tribune, Idaho Statesman, Idaho Ed News, etc.)
National news reports (Chronicle of Higher Education, Inside Higher Ed, etc.)
University of Idaho's FAQ
University of Idaho's written communications
University of Idaho's town halls
University of Idaho's informational sessions with University of Phoenix administrators
Provost Lawrence's sessions with colleges in October
Other (please specify)

5. *To what degree do you support the University of Idaho affiliation with the University of Phoenix?*

Strongly Opposed
Somewhat Opposed
Neutral
Somewhat Support
Strongly Support

Please rate the degree to which you agree with the following statements

6. *University employees were adequately involved in the decision to affiliate with the University of Phoenix.*

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

7. *The affiliation with the University of Phoenix will positively impact my unit.*

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

8. *The affiliation with the University of Phoenix will negatively impact my unit.*

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

9. *The University of Idaho's affiliation with the University of Phoenix is a smart way to bolster us as we approach the "enrollment cliff."*

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

10. *The University of Idaho's affiliation with the University of Phoenix will have a positive impact on UI.*

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

11. *The University of Idaho's affiliation with the University of Phoenix will have a negative impact on UI.*

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

12. *The [FAQ](#) was helpful in answering my questions about the affiliation.*

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

13. *Moving forward, the University of Idaho and the University of Phoenix should pursue joint initiatives in the following areas:*
(Strongly Disagree, Somewhat Disagree, Neutral, Somewhat Agree, Strongly Agree, Unsure)

- Student Recruitment
- Delivery of Undergraduate Curricula
- Professional Development for Faculty
- Delivery of Academic Certificates
- Instructional Design
- Student support services
- Registration processes
- Technology
- Data storage
- Other (Fill in space)

**14. I am looking forward to potential benefits of this affiliation such as:
(Yes/No/Don't Know)**

- Improved access to online teaching and learning technology
- Financial security for UI
- A solution to the “enrollment cliff”
- Access to undergraduate education and certificate programs for UI students
- Professional opportunities for students
- Access to new populations of students
- The new line of income for the University of Idaho
- The opportunity to collaborate with employees at the University of Phoenix
- Other (Fill in space)

**15. I remain concerned about the following aspects of the affiliation:
(Yes/No/Don't Know)**

- The financial risk posed to UI
- The impact on UI's reputation
- The prestige of my program
- Our goal of achieving R1 status
- The status of online programs offered by both institutions
- The status of UI's commitment to online education
- The lack of involvement by faculty in this decision
- The lack of involvement by staff in this decision
- The ethical behaviors of for-profit universities
- Other (Fill in space)

16. What else would you like to tell us about your thoughts regarding the University of Idaho and University of Phoenix affiliation?

17. What is your role at the University of Idaho?

Classified Staff
Exempt Staff
Temporary Help
Assistant Professor
Associate Professor
Full Professor
Clinical Assistant Professor
Clinical Associate Professor
Clinical Full Professor
Instructor
Senior Instructor
Lecturer
Visiting Professor
Research Assistant Professor
Research Associate Professor
Research Full Professor
Other (please specify): _____

(IF FACULTY)

18. What College or Unit do you work in?

Agricultural and Life Sciences
Art and Architecture
Business and Economics
Education, Health and Human Sciences
Engineering
Graduate Studies
Law
Letters, Arts and Social Sciences
Natural Resources
Science
WWAMI
Counseling & Testing Center
University Library
Other

2023 – 2024 Faculty Senate – Pending Approval**Meeting # 10**

Tuesday, October 24, 2023, 3:30 pm – 5:00 pm

Zoom only

**Approved at Mtg #11
October 31, 2023**

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, McKenna, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Rode, Rinker, Rode, Sammarruca (w/o vote), Schiele, Shook, Tibbals.

Absent: Haltinner (excused), Miller, Roberson, Schwarzlaender (excused), Strickland (excused)

Guests/Speakers: Ken Udas

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #9, October 17, 2023, were approved as distributed.

Chair's Report:

- The UOPX survey is likely to attract a significant amount of interest. It's important to exercise caution. Please remind your constituents not to include any identifying information about themselves, their units, or others. Responses containing personal information may be discarded. The survey should be constructive and usable.
- During the New Business phase of this meeting, we'll hear from Steve Mills, Director of Parking and Transportation Services, and Tao Xing, Chair of the Parking Committee, concerning on-campus parking issues.

Provost's Report:

- The October Faculty Gathering will be held on October 25, 2023, from 4:30-6:30 PM on the first floor of the Education, Health and Human Sciences building (open area on the first floor), hosted by Dean Blevins.
- Leadership Weekend is coming up. Many of our Advisory Boards will be on campus Thursday, Friday and Saturday. The game against Montana State is on Saturday at 1PM.
- November 1 is the deadline for completing the All Employee Required Training.

Committee Reports (vote):

- UCC 519: Aerospace Certificate - Vibhav Durgesh, Mechanical Engineering
The undergraduate aerospace certificate is intended to provide students with a foundational understanding of the principles and practices of aerospace engineering. The certificate program is designed to enhance students' knowledge and skills in aerospace engineering and to prepare them for careers in the aerospace industry or for advanced studies in the field. It may also be helpful for students who are interested in pursuing related fields such as mechanical engineering, electrical engineering, or computer science. There has been a growing interest from engineering students in specializing in aerospace engineering, and thus we expect this certificate to enhance the recruitment of students into the engineering programs at the University of Idaho. Furthermore, the certificate will help meet the employment needs of our industry partners.

Discussion:

There were no questions.

Vote: 100% in favor. Motion passes.

Other Voting Items

- University of Phoenix Revised Survey

Chair Jean-Marc asked the senators to place in the Zoom chat the numbers corresponding to those questions which they would like to see discussed, amended, or removed.

Discussion:

Questions # 5, 6, 7, 10 were placed in the chat.

Questions #6, 7: They ask about expected impact on units. Provost Lawrence argued that there will be no impact on units, thus those questions are unnecessary. Some of the task force members explained the rationale for including them. For instance, some units that teach classes also offered by UOPX worry that the affiliation may negatively impact their classes.

At this point, task force members wondered whether the on-going discussion suggests that we should revisit the purpose of the survey. The Secretary noted that the purpose is provided in the paragraph heading the survey.

The discussion moved to Question #5, which asks whether university employees believe they *were appropriately involved in the decision to affiliate with the University of Phoenix, as determined by existing University of Idaho policies*. A senator worries that the presence of the links to the policies makes the question appear “leading.” A task force member explained that the inclusion of the policies resulted from additional feedback received after last week’s meeting. Also, it may increase employee’s awareness of university policies and processes. Some senators felt strongly that Question #5 is very important and is part of the reasons why the survey was developed. The Secretary disagrees. While the question is indeed very important and goes to the core of shared governance at U of I, it does not fall under the goals stated in the headings. In the interest of the survey, she suggested avoiding questions the answers to which may be influenced by, for instance, feelings of resentment.

Motion by Long, seconded by Tibbals: *Move to accept Question #5 as submitted.*

Vote: 14/18 yes; 4/18 no. Motion passes.

Motion by Mittelstadt, seconded by Long: *Move to accept the survey as submitted. (Possibly with some minor rewording.)*

Vote: 17/20 yes; 3/20 no. Motion passes.

Announcements and Communications:

- CAPE – Ken Udas, Vice Provost for Digital Learning

CAPE (Continuing Adult and Professional Education) is an entity or function that provides services to non-traditional education programs providers, including basic capacity for infrastructure such as information systems for administrative support, promotion and marketing of the CAPE portfolio, and also for new programs market analyses and forecasting. These services are generally available for traditional programs, but not for non-traditional programs. Along with his team and with the help of other colleagues, such as Barb Kirchmeier, Erin Doty, and Brook’s team in EHHS, they have worked to provide support. The goal is to offer a three-year pilot program starting in early 2024, with 30 courses mostly from EHHS, and eventually open it to colleges and units interested in these services. The financial model covers 3 years. For the first year, the offerings will be supported by P3 funds, to get things off the ground. For the second and third years, it should be a self-sustained effort. For the second year, we’ll cap the fee at 10% of revenue. After that, the fee may go above or below 10%, depending on cost and

revenue. Hopefully, by year #3 there is enough activity to keep the fee low relative to the services. This effort will make U of I competitive with BSU, ISU, Utah State, Arizona, and more. Vice Provost Udas is happy to share the full version of today's presentation through Faculty Senate distribution.

Discussion:

A discussion followed about possible overlap with UOPX and why not wait until we can work in partnership with UOPX. Waiting for UOPX is not a viable option because there is an immediate need for these services. In the college of EHHS they are already working on initiatives such as those that Ken Udas talked about, but we need a more robust system soon. CETL is involved.

New Business:

- Chair Gauthier introduced Steve Mills Director, Parking and Transportation Services and Tao Xing, Chair of Parking Committee.

Below is a list of talking points, to be expanded at a later time:

- Budget model for parking permit charges
- Equity of permit cost. Should it be salary-based?
- Availability of and cost of parking for part-time lecturers/adjuncts
- Status of station on-campus to charge electric bikes and cars
- Parking permit cost:
 1. Regarding questions about parking permit costs, here is a link to the survey Parking and Transportation Services conducted in 2020 of peer-institution parking permit pricing: <https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/infrastructure/Parking/future-plans/peer-institution-permit-prices-fy18.pdf>
 2. The link below will take the reader to the Budget Books pages for Auxiliary Services; Parking and Transportation Services begins on page 56.
[FY2024 Auxiliary Enterprise Budget Book Excluding Athletics \(uidaho.edu\)](https://www.uidaho.edu/infrastructure/parking/future-plans/peer-institution-permit-prices-fy18.pdf)

There was a brief discussion about reciprocal parking agreement with WSU. The WSU & UI Reciprocal Parking Agreement can be found at: <https://transportation.wsu.edu/wsu-ui-permits>
Additional options: There are visitor parking permits, daily or for ten (consecutive or non-consecutive) days. With those, one can park anywhere on campus.

<https://www.uidaho.edu/infrastructure/parking/visitors-community/visitors>

Adjournment:

The agenda being completed, Chair Gauthier adjourned at 4:58pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #10

Tuesday, October 24, 2023 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #9 October 17, 2023, **Attach. #1**
- III. Chair’s Report
- IV. Provost’s Report
- V. Committee Reports (vote)
 - UCC 519: Aerospace Certificate - Vibhav Durgesh, Mechanical Engineering **Attach. #2**
- VI. Other Voting Items
 - University of Phoenix Revised Survey – Discussion and Vote **Attach. #3**
- VII. Announcements and Communications
 - CAPE – Ken Udas, Vice Provost for Digital Learning
- VIII. New Business

Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #9 October 17, 2023
- **Attach. #2** UCC 519
- **Attach. #3** University of Phoenix Revised Survey

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 9

Tuesday, October 17, 2023, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Torrey Lawrence (w/o vote), Long, McKenna, Miller, Mittelstaedt, Murphy, Ramirez, Rode, Rinker, Roberson, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals

Absent: Kirchmeier (excused), Blevins, Mischel, Raney, Reynolds

Guests/Speakers: Janis Johnson, Sydney Freeman, Ben Barton, Marco Seiferle-Valencia, Blaine Eckles, Lee Espey, Crystal Callahan

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #8, October 10, 2023, were approved as distributed.

Chair's Report:

- Chair Gauthier extended a warm welcome back to Policy Coordinator Diane Whitney. Her expertise was missed.
- In the spirit of the policy tracking mentioned at an earlier meeting, we plan to take a closer look at APM policies that impact faculty, and report to Senate before those policies move forward. For instance, the group of APM 45.xx policies deals with grants and research. Chair Gauthier is seeking one or two faculty who are familiar with research grant processes and are willing to read these policies and report to Senate. We look forward to working with the Policy Coordinator on this matter.
- Artificial Intelligence (AI) and Machine Learning (ML) is gathering a lot of interest! We received a large number of responses. The members of the AI/ML task force are: Bert Baumgaertner (Politics and Philosophy, Chair), Jagdish Patel (Chemical and Biological Engineering), Barrie Robison (Institute of Interdisciplinary Data Science, Director), Esteban Hernandez-Vargas (Math and Statistics), Douglas Habib, Center for Excellence in Teaching and Learning (CETL).
- UOPX survey: We acknowledge and thank Kristin and the members of the team for the great work produced in such a limited time.
- Reminders about scope of and motivation for the survey.
 - To give people the opportunity to voice their opinions.
 - We wish to honor the request for a survey voiced at the last UFM.
 - 94% of the senators voted (two weeks ago) in favor of a survey.
 - To provide constructive information to the administration and the working groups as we move forward.

Provost's Report:

- October 15 was the official census date for fall enrollment. We have the second largest incoming class (second to last year's), with 1,869 students. The total enrollment is at 11,849, a 3% overall increase. We are up 1.4% in retention rate, which is great news.

- There was great interest in joining the UOPX working groups – we received about 86 nominations/self-nominations, after removing duplicates. Soon we'll announce the names.
- “Common Read” event is tonight at 7:00pm in the Pitman Center International Ballroom.

Discussion:

Senator: There will be a Board for the “43 Education” entity. How will that Board be constituted? Provost’s response: The Uof I Regents will appoint the members of “43 Education” board who will functional as the Board of Directors for UOPX. Most likely, our president and their president will be on it, and possibly a Regent. Also, indepent members are required. For continuity, one or two members of the current UOPX Board of Directors may be invited.

Committee Reports (vote)

- UCC 139: International Business Minor, drop – Stefanie Ramirez, Department of Business
Low student interest is a major reason for dropping the minor. In addition, efforts needed to truly provide a rich international business experience are beyond the available resources. Integrating international business topics and issues in existing courses, as we do, has been effective at providing exposure to the entire college student body. Supporting student-abroad opportunities by working to integrate those opportunities into degree requirements continues to provide a portion of the student body with additional international business experiences. There were no questions.
Vote: 21/21 yes. Motion passes.

- UCC 149: Black Studies Minor – Janis Johnson, English Department, Sydney Freeman, Leadership & Counseling
Changing degree name from Africana Studies Minor to Black Studies Minor. We believe this will make the degree more attractive and more accessible to more students. The term and concept "Africana" is confusing to many people. People tend to understand what "Black" means in relation to people and culture. There were no questions.
Vote: 21/21 yes. Motion passes.

The next two items will be discussed and voted on as a package.

- UCC 520: Chemical Addictions: Principals and Practice Academic Certificate – Ben Barton, Department Chair, Psychology and Communication
All courses in this proposed certificate are already in the course catalog. No new courses need to be created. The courses already exist as part of the addictions minor and regularly draw enrollments of 40-50 students. Creating this certificate will provide an academic opportunity for students who take all, or only half, of the curriculum required by the addictions minor.
- UCC 521: Professional Skills in Chemical Addictions Counseling Academic Certificate – Ben Barton, Department Chair, Psychology and Communication
All courses in this proposed certificate are already in the course catalog. No new courses need to be created. The courses already exist as part of the addictions minor and regularly draw enrollments of 40-50 students. Creating this certificate will provide an academic opportunity for students who take all, or only half, of the curriculum required by the addictions minor. There were no questions.
Vote: 20/20 yes. Motion passes.

Announcements and Communications:

- Spread Pay Task Force – Erin Chapman, School of Family and Consumer Sciences
The Spread Pay Task Force met on October 13, 2023, and will report to Senate shortly.
- State Board’s Instructional Materials Accessibility and Affordability Policy – Marco Seiferle-Valencia, General Library
The Open Campus Committee is in the process of bringing zero and very low cost *course marking* to the U of I. The SBOE Instructional Materials Accessibility and Affordability Policy defines “zero cost” as a total list price of \$0, and “very low cost” as a total list price of \$1 - \$30. In view of the SBOE policy and the growing interest in cost-conscious strategies, the plan is to see our first Zero and Very Low Cost marked courses in Fall 2024. By Idaho SBOE definition, *course marking* is the assignment of attributes to course sections that help students quickly identify important course information at registration time.
Research has shown that Open Textbooks (complete textbooks designed to replace traditional textbooks) are of similar quality to traditional texts and often better ranked by faculty and students. See <https://openedgroup.org/review> for the research. Equivalent learning performance between open and traditional textbooks, and a withdrawal rate 29% lower with open textbooks, have been reported. Marco cited many studies that demonstrate the benefits of open textbooks. Preliminary results of a Spring 2023 course material survey show high student desire for affordable course materials and faculty interest in developing OER. After bringing this new item from Library Affairs to Faculty Senate, the plan is to finalize supporting web content, tools for cost checking, etc. The communication should go out to department chairs in late October. The next steps involve: the Registrar office, departments workflow updating, process for quality control, beginning to apply cost attributes to course material for fall 2024 scheduling, and a student-facing campaign. First Zero and Very-Low Cost courses will appear at U of I in Fall 2024.

Discussion:

Different instructors require different material. Can the course marking be different depending on who is teaching the class? Marco responded that it’s indeed possible. Basically, it goes back to the difference between catalog and schedule. The catalog is the permanent metadata about the course but does not include an assigned instructor. On the other hand, course marking will happen at the scheduling level. So, the same class taught by different instructors can have different course markings on the schedule.

There was a question about the origin of the Open Campus Committee and absence of teaching faculty in the membership. Marco’s response: The library is already leading all the “open” activities. After the leadership transition in the office of the Vice Provost for Academic Initiatives, Dean Ben Hunter convened this committee to revisit the SB policy and our obligations. As for the absence of teaching faculty at the committee, Marco will be happy to visit with specific senate committees interested in this. He also noted that there is some time pressure because our peer institutions in the state are further along and some are offering course marking.

The provost added that this initiative is not a change in teaching. The group was charged with the implementation of a characterization of courses.

Scholars pay large sums to publish in open-access journals. A senator inquired about the funding source for publishing open textbooks. Marco’s reply: There are faculty who created interactive digital textbooks at no extra compensation. If these faculty connect with the library, we offer

Open Fellowship and are able to provide some honorarium. There are also big publishers of open books, such as OpenStack, affiliated with various universities. Libraries have significant funding through university, Microsoft, or private donors. There is strong institutional support also for peer review and, in some cases, the development of course software. There are multiple options, especially for textbooks at the lower-division undergraduate level.

Please contact Marco at marcosv@uidaho.edu for any questions.

- **Campus Safety Concerns – Blaine Eckles, Vice President Student Affairs, Dean of Students; Lee Espey, Finance and Administration, Division Operation Officer**
Many employees are interested in training for critical situations. We have received many requests for active shooter training, which we can offer together with MPD. We can also go to people's location on campus and teach them what to do in those crisis situations. Contact the Safety subcommittee to let them know what you would like to see offered that's not already covered. Reach out, ask, etc. We have many resources people may not know about.
Lee Espey:
Active shooter training, etc. (with MPD): More to come on how to access those trainings.
Discussion
What kind of training is being offered at the U of I Children Center, and how is that training/education being rolled down to the children at the center? Dean Eckles has recently spoken with the director of the center and asked her to prepare a communication to share with families.
- **University of Phoenix Draft Survey – Jean-Marc Gauthier, Senate Chair, Kristin Haltinner, Senate Vice Chair.**
Please provide constructive feedback on the questions that you think need improvement. The survey is a way to breakdown the complex situation with the University of Phoenix into several categories starting with academic issues. You can use the chat for feedback. An open document will also be available for you to provide feedback. The open doc is accessible to all senators through the link posted in the chat.
Kristin gave a brief background on the task force, followed by a brief discussion that articulated through the following points:
The survey will be administered through Qualtrics.
Should the respondent's college or unit be identified (see Question #18 in the draft)?
The draft can be shared with Staff Council.
The purpose of the survey: To give people the opportunity to voice their opinions. To collect constructive information for the administration and the working groups as we move forward.
The survey's results will be shared with the administration.

New Business:

There was none.

Adjournment:

The agenda being completed, Chair Gauthier adjourned at 4:36pm.

Respectfully Submitted,

Francesca Sammaruca

Secretary of the University Faculty & Secretary to Faculty Senate

519: AEROSPACE CERTIFICATE

In Workflow

1. 130 Chair (ewolbrec@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 01 Sep 2023 19:23:11 GMT
Eric Wolbrecht (ewolbrec): Approved for 130 Chair
2. Sat, 16 Sep 2023 23:08:19 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Sun, 17 Sep 2023 00:10:25 GMT
Suzanna Long (long): Approved for 08 Dean
4. Tue, 19 Sep 2023 15:37:23 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Thu, 21 Sep 2023 21:20:55 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Tue, 03 Oct 2023 18:13:39 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 03 Oct 2023 21:15:18 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Tue, 10 Oct 2023 23:12:12 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 17 Oct 2023 20:24:03 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 28 Aug 2023 22:39:44 GMT

Viewing: 519 : Aerospace Certificate

Last edit: Tue, 10 Oct 2023 23:12:06 GMT

Changes proposed by: Vibhav Durgesh

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|---------------|
| Vibhav | Durgesh |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Engineering

Department/Unit:

Mechanical Engineering

Effective Catalog Year

2024-2025

Program Title

Aerospace Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

14.1901 - Mechanical Engineering.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

None. Classes are already in the Mechanical Engineering curriculum and are periodically taught by department faculty.

Curriculum:**Certificate Objectives:**

The undergraduate aerospace certificate aims to provide students with a foundational understanding of the principles and practices of aerospace engineering with a focus on the key areas of aerodynamics, propulsion, materials, and aero-structures.

The certificate program is designed to enhance students' knowledge and skills in aerospace engineering and to prepare them for careers in the aerospace industry or for advanced studies in the field. It may also be helpful for students who are interested in pursuing related fields such as mechanical engineering, electrical engineering, or computer science. The required coursework must be completed with a grade of 'C' or better.

Required Coursework

| Code | Title | Hours |
|--------------------------------------|--|-------|
| Choose 4 courses from the following: | | |
| ME 417 | Turbomachinery | 12 |
| ME 412 | Gas Dynamics | |
| ME 450 | Fundamentals of Computational Fluid Dynamics | |
| ME 451 | Experimental Methods in Fluid Dynamics | |
| ME 415 | Materials Selection and Design | |
| ME 458 | Finite Element Applications in Engineering | |

ME 461

Fatigue and Fracture Mechanics

Total Hours**12****Course to total 12 credits for this certificate.**

Students should consult with their academic advisor regarding this certificate.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

LO#1: Attain career advancement in the aerospace sciences or related fields based on knowledge and skills gained from the certificate in aerospace.

LO#2 - An ability to develop and design aerospace systems or components using basic engineering principles while following real-world constraints.

LO#3 - An ability to effectively communicate to clients, engineers, or the general public on topics related to engineering solutions in aerospace engineering, technologies, and/or related fields.

Overall, these learning outcomes demonstrate that students who have completed a certificate in aerospace have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the aerospace industry. The students are well-prepared to pursue further education or employment in the aerospace field.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

The assessment process for the certificate in aerospace will involve regular evaluations of the learning outcomes. This assessment process will include reporting on student assignments, exams, and projects. The summary of the evaluations will be submitted as part of the institutional assessment and accreditation process.

How will you ensure that the assessment findings will be used to improve the program?

Corrective actions will be undertaken whenever students do not meet the expected criteria for learning outcomes, including emphasizing specific content and adding learning activities and resources as needed. The results of the periodic review will be shared with the aerospace faculty cohort for implementing continuous improvements.

What direct and indirect measures will be used to assess student learning?

Direct measures will include exams, assignments, and class projects, which will be required for all the relevant classes. These tasks will be graded on a regular basis. Indirect measures will include self-assessment by students of achievement levels for each learning outcome. An exit survey will also be used as an indirect measure to assess student learning.

When will assessment activities occur and at what frequency?

Assessments of each learning outcome will be performed each year as part of the regular course activities.

Student Learning Outcomes

Learning Objectives

1 - Attain career advancement in the aerospace sciences or related fields based on knowledge and skills gained from the certificate in aerospace.

2 - An ability to develop and design aerospace systems or components using basic engineering principles while following real-world constraints.

3 - An ability to effectively communicate to clients, engineers, or the general public on topics related to engineering solutions in aerospace engineering, technologies, and/or related fields.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

There has been a growing interest from engineering students in specializing in aerospace engineering, and thus we expect this certificate to enhance the recruitment of students into the engineering programs at the University of Idaho. Furthermore, the certificate will help meet the employment needs of our industry partners.

The certificate in aerospace is designed to provide undergraduate students with specialized knowledge and skills in the field of aerospace, which is a rapidly growing and evolving industry. This certificate program is intended to prepare students for careers in the aerospace industry or related fields, as well as future graduate studies in the field of aerospace and/or aero sciences. The department currently already offers the courses required for the aerospace certificate. All courses include aerospace-specific content.

Reviewer Comments

Linda Lundgren (lindalundgren) (Wed, 20 Sep 2023 21:37:50 GMT): Program Description received from Durgesh Vibhav on 9/20/23 (see below): The certificate will provide students with a foundational understanding of the principles and practices of aerospace engineering with a focus on the key areas of aerodynamics, propulsion, materials, and aerostructures. Designed to enhance students' knowledge and skills in aerospace engineering and to prepare them for careers in the aerospace industry and/or for graduate studies in the field.

Rebecca Frost (rfrost) (Tue, 03 Oct 2023 18:10:28 GMT): Adjusted course listing into catalog standard.

Key: 519

Attach. #3

In response to requests by faculty, the Faculty Senate charged a task force to assess employee perspectives regarding the upcoming affiliation with the University of Phoenix. The task force developed the following survey for the purpose of evaluating current levels of understanding with regards to the affiliation and to collect related feedback from employees. The questions are designed to gather employee perceptions and constructive suggestions, which will be informative and helpful to the Faculty Senate in our conversations with administration as we move forward.

All questions are optional.

There will be no identifying information collected in survey questions.

Draft Survey Questions

- 1. In your opinion, how knowledgeable are you about the University of Phoenix and its programs?*

Not at all knowledgeable
Not very knowledgeable
Fairly knowledgeable
Very knowledgeable
Prefer not to answer

- 2. In your opinion, how knowledgeable are you about the details of the affiliation with the University of Phoenix?*

Not at all knowledgeable
Not very knowledgeable
Fairly knowledgeable
Very knowledgeable
Prefer not to answer

- 3. What sources of information have you used to learn about the University of Phoenix affiliation? [Choose all that Apply]*

Local/state news reports (Moscow-Pullman Daily News, Lewiston Tribune, Idaho Statesman, Idaho Ed News, etc.)

National news reports (Chronicle of Higher Education, Inside Higher Ed, etc.)

University of Idaho colleagues
University of Idaho's FAQ and resource website
University of Idaho's written communications
University of Idaho's town halls
University of Idaho's informational sessions with University of Phoenix administrators
Provost Lawrence's meetings with units in October
[NOTE: WE ARE WAITING ON A COMPREHENSIVE LIST FROM UCM OF ALL UI SPONSORED EVENTS PERTAINING TO AFFILIATION - INSERT DATES HERE]
Other (please specify)

4. To what degree do you support the University of Idaho affiliation with the University of Phoenix?

Strongly Oppose
Somewhat Oppose
Neutral
Somewhat Support
Strongly Support
Unsure

Please rate the degree to which you agree with the following statements

5. Based on my understanding of the Constitution of University Faculty (<https://www.uidaho.edu/governance/policy/policies/fsh/1/1520>), APM 60.21 (<https://www.uidaho.edu/governance/policy/policies/apm/60/21>), the role of Staff Council (<https://www.uidaho.edu/governance/policy/policies/fsh/1/1800>), and the role of shared governance at the University of Idaho (<https://www.uidaho.edu/governance>), I believe that university employees were appropriately involved in the decision to affiliate with the University of Phoenix as determined by existing University of Idaho policies.

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT BOXES FOR ADDITIONAL COMMENT]

6. ***Based on my current understanding, I believe that the affiliation with the University of Phoenix will positively impact my unit.***

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

7. ***Based on my current understanding, I believe the affiliation with the University of Phoenix will negatively impact my unit.***

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

8. ***What information or explanation would be helpful to you in understanding the implications of the University of Phoenix affiliation for your unit?***

9. ***The University of Idaho's affiliation with the University of Phoenix will protect the University of Idaho as we approach the projected decreases in enrollment based on demographic shifts (i.e., the "enrollment cliff").***

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

10. Based on my current understanding, I believe the University of Idaho's affiliation with the University of Phoenix will have a positive impact on the University of Idaho.

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

11. Based on my current understanding, I believe the University of Idaho's affiliation with the University of Phoenix will have a negative impact on the University of Idaho.

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

12. The [FAQ](#) was helpful in answering my questions about the affiliation.

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
I did not read the FAQ

13. What recommendations do you have for improving the FAQ?

14. Moving forward, on which topics related to the affiliation would you like to give input?

15. I see the following as potential benefits of this affiliation (please specify if selected):

Financial (TEXT BOX FOR ADDITIONAL COMMENTS)

Student (TEXT BOX FOR ADDITIONAL COMMENTS)

Faculty (TEXT BOX FOR ADDITIONAL COMMENTS)

Staff (TEXT BOX FOR ADDITIONAL COMMENTS)

Outreach (TEXT BOX FOR ADDITIONAL COMMENTS)

Institutional (TEXT BOX FOR ADDITIONAL COMMENTS)

Other (TEXT BOX FOR ADDITIONAL COMMENTS)

16. I see the following as potential concerns of this affiliation:

Financial (TEXT BOX FOR ADDITIONAL COMMENTS)

Student (TEXT BOX FOR ADDITIONAL COMMENTS)

Faculty (TEXT BOX FOR ADDITIONAL COMMENTS)

Staff (TEXT BOX FOR ADDITIONAL COMMENTS)

Outreach (TEXT BOX FOR ADDITIONAL COMMENTS)

Institutional (TEXT BOX FOR ADDITIONAL COMMENTS)

Other (TEXT BOX FOR ADDITIONAL COMMENTS)

17. What else would you like to share with Faculty Senate about your thoughts regarding the University of Idaho and University of Phoenix affiliation?

18. What remaining questions do you have about the University of Phoenix affiliation?

19. What is your primary role at the University of Idaho?

Staff

Faculty

Other_____

Choose not to answer

20. What is your primary campus location?

Moscow

Coeur d'Alene

Boise

Idaho Falls

Twin Falls

Extension center

Choose not to answer

2023 – 2024 Faculty Senate – Pending Approval**Approved at Mtg #13
November 14, 2023**Meeting # 11Tuesday, October 31, 2023, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Miller, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals.

Absent: McKenna

Guests/Speakers: Trevor White, Karen Humes, Erin James, Chandra Ford, Sean Quinlan, Michael Parrella

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #10, October 24, 2023, were approved as distributed.

Chair's Report:

- Happy Halloween if this suits you!
I would like to acknowledge that there are several conflicts across the world — some going on at the same time. We need to keep in mind that social media are bringing these conflicts very close to us and the people around us, with a new level of polarization and disturbing content. As we never know what people are individually experiencing -let's please be sensitive to each other and our students - knowing this can be a difficult time for many.

Provost's Report:

- Last week, the college of EHHS hosted a great faculty gathering. Thanks to Dean Blevins. The next one will be Tuesday, November 14, 4:30 – 6:30, in the Vandal Ballroom, hosted by CLASS and Dean Quinlan.
- We need to assemble the University Distinguished Professor Advising Committee, composed of 4 faculty and 3 deans, appointed by the provost for three-year staggered terms. Qualifications: "Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach." Below is the link to the relevant policy
FSH 1565-D-8: <https://www.uidaho.edu/governance/policy/policies/fsh/1/1565#d> Submit nomination for the committee through the form at: <https://forms.office.com/r/ridZTrQB97>
- 11:59pm, November 1 is the deadline for completing the All Employee Required Training.
- Update on the UOPX Working Groups (Chandra Ford).
There was great interest in participating. The invite went out to the initial group, but we will also communicate with the rest of the group to let them know that they will still be engaged.

Discussion:

Back to the University Distinguished Professors, Dean Parrella pointed out that an extension specialist has never received this award. Teaching excellence is an important part of the process, but extension specialists don't teach. Perhaps we could consider some changes to open the criteria.

A senator inquired about the candle vigil to be held on November 13 to remember the four students who died a year ago. There will be an event led by students and everyone is welcome. It will take place on the Administration Building lawn at 6:00 pm on Monday, Nov. 13.

Committee Reports (vote):

- UCC 434 Child Development M.S. – Trevor White
The Margaret Ritchie School of Family and Consumer Sciences (FCS) currently offers a single Master of Science degree in Family and Consumer Sciences that includes a focus on either child development, family studies, nutrition, or apparel textile and design. As it currently exists, it is difficult for prospective students interested in graduate studies in any of the areas to locate the degree via a simple search. Furthermore, some students may feel an M.S. degree in FCS does not truly reflect what they studied in graduate school, especially on one's resume/curriculum vitae; thus, it may affect future job prospects. The purpose of creating an M.S. degree in Child Development is to specifically delineate a specialization in Child Development as a graduate degree while maintaining the rigor of the current program. Additionally, having a more specific degree title will optimize their career opportunities.
Discussion:
Vote: 19/19 yes. Motion passes.
- UCC 529: Sustainability Academic Certificate – Karen Humes, Earth and Spatial Sciences and Erin James, English Department
Erin James provided a brief history of the certificate. On 09/05/2023, Senate appointed the existing interdisciplinary faculty-led committee as an ad-hoc program committee to serve as the "relevant unit and college" authorized to submit curricular proposals per FSH 4120-E. This committee shall be empowered to propose the UG Academic Certificate in Sustainability to the University Curriculum Committee as a University-Wide Program, and to set its initial curriculum. The program was approved by UCC, and the committee is now back to the Senate to seek approval for the program content. Karen Humes added that the UCC vote was unanimous.
Discussion:
Friendly amendment: It must be stated explicitly that a grade of C or better is required.
Vote: 19/20 yes; 1/20 no. The motion passes.

Announcements and Communications:

- Magic Valley Working Group White Paper - Torrey Lawrence, Provost & Executive Vice President, Chandra Ford, Center Executive Officer Southwest Idaho, Sean Quinlan, Dean, College of Letters, Arts and Social Sciences, Michael Parrella, Dean, College of Agricultural and Live Sciences.
Chandra Ford gave an introduction. President Green established the Magic Valley working group and tasked it to explore strategic opportunities for the University of Idaho in the Magic Valley. The working group was divided into three subgroups. The first subgroup, directed by Associate Dean and Director of UI Extension Barbara Petty, focused on outreach and tourism and took a critical look at the Jerome site and the potential return on investment (ROI) associated with the development. The second, led by Dean Michael Parrella, investigated potential research connections associated with CAFE. The third, headed by Dean Sean Quinlan, was charged with exploring expanded educational opportunities, such as undergraduate degrees, graduate degrees and 2+2 programs that pair with CSI.
Some key points: There are multiple opportunities for the University of Idaho to serve the workforce in the Magic Valley. We can help them meet their needs by expanding existing U of I

academic programs in partnership with CSI. Programs most suitable for expansion include undergraduate programs in aquaculture, natural resources, and agriculture with a focus on food production. Our expertise in the meat science area (e.g. Vandal Brand Meats program) is an excellent opportunity for the Magic Valley.

There are important areas where CSI and the U of I can collaborate in instruction delivery across various disciplines and develop hybrid programs that combine two-year face-to-face instruction and online course delivery to complete the four-year degree. These programs would have U of I faculty on the CSI campus to provide experiential learning opportunities. Hybrid programs would meet curricular requirements while providing greater flexibility in course delivery and a clear pathway to four-year degree completion.

The many impactful research opportunities are focused on Aquaculture, Food Science/Processing and Water.

After a visit to the Jerome site and to CSI, the group concluded that the most strategic location is in proximity to the CSI campus. A site close to our academic partners is ideal for reaching out to the potential students we want to enroll in our programs. One recommendation is to grow programs specifically in the College of Ag and Life Sciences and build out a second location for CALS. CSI is very supportive of a collaborative expansion of their ATI Center that involves U of I. (For a complete description, please see the White Paper attached to this meeting binder.)

Discussion:

Q. Why this particular region?

A. It's a place with potential for significant growth. Twin Falls is growing fast and offers many opportunities to serve unmet needs. It is existential for the U of I to increase its presence at CSI, in proximity to students who want to complete a 4-year degree.

Q. Was any thought given to including INBRE in these plans?

A. We have not. We are concentrating on developing food-processing connections.

Q. Do you plan to connect with specific farms/industries, or do you mainly want to increase the U of I presence in the region?

A. As a land grant university we connect broadly, with a focus on serving the food-processing industry. There are many opportunities for students with a variety of backgrounds, such as computer science, engineering, and more.

Contact Dean Michael Parrella if you wish to participate in these connections.

- Spread Pay Task Force Recommendations – Kristin Haltinner

The task force was charged with investigating the possibility of offering spread pay as a benefit for all faculty currently on 9-month appointments at U of I.

In the process of doing this, we first sought to verify that this was, in fact, desired by the faculty. We conducted a survey of faculty on 9-month contracts last year. At that time, 570 faculty were on academic contracts and received the survey. 329 completed the survey leading to a response rate of 61%. 127 faculty were on spread pay, 443 on standard pay. Of those faculty currently on standard pay, 63% indicate that they would immediately switch to spread pay if given the option. Regardless of whether they would go on spread pay, 94% of surveyed faculty supported implementing it as an option for others.

We then worked with the provost's office and Brian Foisy's office to determine whether or not it was even possible to offer the benefit. As you may remember, U of I incentivized faculty switching to standard pay in 2017 due to incompatibilities between the Banner 8 system used by HR and the form of spread pay we were using at the time.

In the process of this investigation, we learned that the system we were using was different than Banner (our current system). We also learned about an alternative model for payment over 12 months, used by many universities and compatible with Banner 9.

There are three possible systems of payment. The first is what we are calling “standard pay” this is a system in which 9-month faculty are paid at the time of their work, over a 9-month period. It is what most faculty are currently using. The second is called “spread pay.” This system “spreads” people’s pay from the academic year to the fiscal year. In effect, we currently pay the 122 faculty on spread pay in advance of their work in July and August and then we defer a part of their paycheck to pay them in May and June. The part of this practice in which we pay people in advance of their work in July and August is incompatible with the Banner system. The third is called “deferred pay.” This is a system in which a portion of faculty’s paychecks are held and then paid out over the summer. This calendar pays people on a schedule from September (or two weeks after contracts start – August 30th next year) through the following August. This is the system used at most schools and is compatible with the Banner system.

The University of Idaho can begin to offer the deferred pay option to faculty on 9-month contracts beginning next academic year. Faculty would need to opt into this payment plan – the details of that opting are still being figured out – and a portion of their 9-month pay would be held and paid out over the summer of 2025, so they are paid over 12 months.

So, this is a very exciting possibility for the faculty who struggle to make ends meet in the summers as single parents or primary income earners.

There are two challenges that were unearthed by this process. The first is that we need to move the 122 faculty currently on the noncompliant spread pay system onto either the deferred pay or spread pay system – whichever they choose. In so doing, they will be paid for the current academic year as planned – until the end of June. Then they will need to switch to the deferred pay (or standard pay) system. Regardless of which they choose, there will be a pause in their payment for three pay periods in July and August as this switch occurs. They are not missing out on salary! We are finishing the spread pay system (July through June calendar), pausing, and then switching to the deferred pay (September to August) calendar.

Something should be very clear: the 122 faculty currently on spread pay will need to switch to the standard pay or – if deferred pay is offered – choose between standard pay or deferred pay system. To ease the transition from spread pay to deferred pay, the provost’s office has set up an option for faculty on spread pay to have a portion of their salaries withheld in the Spring semester and paid out in July and August. There is one other challenge that was unearthed in this process. That is that the Banner system expects and is built for faculty to be on 20 pay period contracts, but UI’s faculty are on 19.5 pay period contracts. This is another change that will need to be made. Faculty will not be expected to work an additional week, but this will slightly lower hourly salary rates for academic year faculty on full time contracts for the entire summer – something significant to people on external grants.

The recommendation of the task force that we open the option for deferred pay to all eligible faculty – that is, fulltime faculty on 9-month contracts.

Discussion:

Concern about the delayed payments next summer

To alleviate people’s concerns about having to get by for two months without paychecks, Payroll has set up a system to withhold money (starting in January) to be paid in summer 2024 to the 122 faculty currently on spread pay. Or people can do it on their own.

Incentive?

There will not be an incentive to switch. This transition is something that we have to do. But the provost office and Payroll will help make it less painful. Once again, it was emphasized that there will be no loss of wages – people are getting paid at a different time. This is about moving to a system where we can incorporate everyone.

Impact on summer salaries from grants

The discussion moved to how summer salaries from grants are impacted. There is a maximum salary (due to various regulations) based on what one's salary would be if it were extended to 12 months and keep the salary at that level. A change in the contract period will alter this calculation, as the summer maximum salary will impact faculty who receive 3 months of summer salary from their sponsoring agency. There are still several moving parts. If this recommendation goes forward, it will be useful to provide actual examples covering several scenarios.

Hourly rate reduction

Linda Campos: the hourly rate reduction arose from the need to have 20 pay periods, which presents some system challenges. However, deferred pay can move forward independently. Back to the change in hourly rate, a senator noted that it can be easily calculated from the total salary divided by the total number of hours in the 20-pay period system (compared to the corresponding ratio in the 19.5 system).

Faculty need to choose the deferred pay option every year. So, if a faculty expects to receive 3 months of summer salary from a grant, they may decide not to opt for deferred pay on that particular summer.

The recommendations of the task force will be an action item at the next meeting.

- UOPX – Draft Survey, Chair Gauthier
Just a quick note to remind everyone that the attached survey is a draft. The modalities of distribution are being worked out.

New Business:

There was none.

Adjournment:

The agenda being completed, Chair Gauthier adjourned at 4:42pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting # 11

Tuesday, October 31, 2023 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #10 October 24, 2023 **Attach. #1**
- III. Chair’s Report
- IV. Provost’s Report
- V. Committee Reports (vote)
 - UCC 434: Child Development M.S. - Trevor White, Academic Advisor/Administrative Assistant, School of Family and Consumer Sciences **Attach. #2**
 - UCC 529: Sustainability Academic Certificate – Karen Humes, Earth and Spatial Sciences and Erin James, English Department **Attach. #3**
- VI. Announcements and Communications
 - Magic Valley Working Group White Paper - Torrey Lawrence, Provost & Executive Vice President, Chandra Ford, Center Executive Officer Southwest Idaho, Sean Quinlan, Dean, College of Letters, Arts & Social Sciences, Michael Parrella, Dean, College of Agricultural & Life Sciences **Attach. #4**
 - Spread Pay Task Force – Recommendations
 - University of Phoenix – Draft Survey **Attach. #5**
- VII. New Business
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #10 October 24, 2023
- **Attach. #2** UCC 434
- **Attach. #3** UCC 529
- **Attach. #4** Magic Valley Working Group White Paper
- **Attach. #5** University of Phoenix – Draft Survey

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 10

Tuesday, October 24, 2023, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, McKenna, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Rode, Rinker, Rode, Sammarruca (w/o vote), Schiele, Shook, Tibbals.

Absent: Haltinner (excused), Miller, Roberson, Schwarzlaender (excused), Strickland (excused)

Guests/Speakers: Ken Udas

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #9, October 17, 2023, were approved as distributed.

Chair's Report:

- The UOPX survey is likely to attract a significant amount of interest. It's important to exercise caution. Please remind your constituents not to include any identifying information about themselves, their units, or others. Responses containing personal information may be discarded. The survey should be constructive and usable.
- During the New Business phase of this meeting, we'll hear from Steve Mills, Director of Parking and Transportation Services, and Tao Xing, Chair of the Parking Committee, concerning on-campus parking issues.

Provost's Report:

- The October Faculty Gathering will be held on October 25, 2023, from 4:30-6:30 PM on the first floor of the Education, Health and Human Sciences building (open area on the first floor), hosted by Dean Blevins.
- Leadership Weekend is coming up. Many of our Advisory Boards will be on campus Thursday, Friday and Saturday. The game against Montana State is on Saturday at 1PM.
- November 1 is the deadline for completing the All Employee Required Training.

Committee Reports (vote):

- UCC 519: Aerospace Certificate - Vibhav Durgesh, Mechanical Engineering
The undergraduate aerospace certificate is intended to provide students with a foundational understanding of the principles and practices of aerospace engineering. The certificate program is designed to enhance students' knowledge and skills in aerospace engineering and to prepare them for careers in the aerospace industry or for advanced studies in the field. It may also be helpful for students who are interested in pursuing related fields such as mechanical engineering, electrical engineering, or computer science. There has been a growing interest from engineering students in specializing in aerospace engineering, and thus we expect this certificate to enhance the recruitment of students into the engineering programs at the University of Idaho. Furthermore, the certificate will help meet the employment needs of our industry partners.

Discussion:

There were no questions.

Vote: 100% in favor. Motion passes.

Other Voting Items

- University of Phoenix Revised Survey

Chair Jean-Marc asked the senators to place in the Zoom chat the numbers corresponding to those questions which they would like to see discussed, amended, or removed.

Discussion:

Questions # 5, 6, 7, 10 were placed in the chat.

Questions #6, 7: They ask about expected impact on units. Provost Lawrence argued that there will be no impact on units, thus those questions are unnecessary. Some of the task force members explained the rationale for including them. For instance, some units that teach classes also offered by UOPX worry that the affiliation may negatively impact their classes.

At this point, task force members wondered whether the on-going discussion suggests that we should revisit the purpose of the survey. The Secretary noted that the purpose is provided in the paragraph heading the survey.

The discussion moved to Question #5, which asks whether university employees believe they *were appropriately involved in the decision to affiliate with the University of Phoenix, as determined by existing University of Idaho policies*. A senator worries that the presence of the links to the policies makes the question appear “leading.” A task force member explained that the inclusion of the policies resulted from additional feedback received after last week’s meeting. Also, it may increase employee’s awareness of university policies and processes. Some senators felt strongly that Question #5 is very important and is part of the reasons why the survey was developed. The Secretary disagrees. While the question is indeed very important and goes to the core of shared governance at U of I, it does not fall under the goals stated in the headings. In the interest of the survey, she suggested avoiding questions the answers to which may be influenced by, for instance, feelings of resentment.

Motion by Long, seconded by Tibbals: *Move to accept Question #5 as submitted.*

Vote: 14/18 yes; 4/18 no. Motion passes.

Motion by Mittelstadt, seconded by Long: *Move to accept the survey as submitted. (Possibly with some minor rewording.)*

Vote: 17/20 yes; 3/20 no. Motion passes.

Announcements and Communications:

- CAPE – Ken Udas, Vice Provost for Digital Learning

CAPE (Continuing Adult and Professional Education) is an entity or function that provides services to non-traditional education programs providers, including basic capacity for infrastructure such as information systems for administrative support, promotion and marketing of the CAPE portfolio, and also for new programs market analyses and forecasting. These services are generally available for traditional programs, but not for non-traditional programs. Along with his team and with the help of other colleagues, such as Barb Kirchmeier, Erin Doty, and Brook’s team in EHHS, they have worked to provide support. The goal is to offer a three-year pilot program starting in early 2024, with 30 courses mostly from EHHS, and eventually open it to colleges and units interested in these services. The financial model covers 3 years. For the first year, the offerings will be supported by P3 funds, to get things off the ground. For the second and third years, it should be a self-sustained effort. For the second year, we’ll cap the fee at 10% of revenue. After that, the fee may go above or below 10%, depending on cost and

revenue. Hopefully, by year #3 there is enough activity to keep the fee low relative to the services. This effort will make U of I competitive with BSU, ISU, Utah State, Arizona, and more. Vice Provost Udas is happy to share the full version of today's presentation through Faculty Senate distribution.

Discussion:

A discussion followed about possible overlap with UOPX and why not wait until we can work in partnership with UOPX. Waiting for UOPX is not a viable option because there is an immediate need for these services. In the college of EHHS they are already working on initiatives such as those that Ken Udas talked about, but we need a more robust system soon. CETL is involved.

New Business:

- Chair Gauthier introduced Steve Mills Director, Parking and Transportation Services and Tao Xing, Chair of Parking Committee.

Below is a list of talking points, to be expanded at a later time:

- Budget model for parking permit charges
- Equity of permit cost. Should it be salary-based?
- Availability of and cost of parking for part-time lecturers/adjuncts
- Status of station on-campus to charge electric bikes and cars
- Parking permit cost:
 1. Regarding questions about parking permit costs, here is a link to the survey Parking and Transportation Services conducted in 2020 of peer-institution parking permit pricing: <https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/infrastructure/Parking/future-plans/peer-institution-permit-prices-fy18.pdf>
 2. The link below will take the reader to the Budget Books pages for Auxiliary Services; Parking and Transportation Services begins on page 56.
[FY2024 Auxiliary Enterprise Budget Book Excluding Athletics \(uidaho.edu\)](https://www.uidaho.edu/infrastructure/parking/future-plans/peer-institution-permit-prices-fy18.pdf)

There was a brief discussion about reciprocal parking agreement with WSU. The WSU & UI Reciprocal Parking Agreement can be found at: <https://transportation.wsu.edu/wsu-ui-permits>
Additional options: There are visitor parking permits, daily or for ten (consecutive or non-consecutive) days. With those, one can park anywhere on campus.

<https://www.uidaho.edu/infrastructure/parking/visitors-community/visitors>

Adjournment:

The agenda being completed, Chair Gauthier adjourned at 4:58pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

434: CHILD DEVELOPMENT M.S.

In Workflow

1. 063 Chair (smcguire@uidaho.edu)
2. CALS Review (bschroeder@uidaho.edu)
3. 07 Curriculum Committee Chair (bschroeder@uidaho.edu)
4. 07 Dean (mdoumit@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
6. Assessment (panttaja@uidaho.edu)
7. Curriculum Review (Curriculum Review@uidaho.edu)
8. Degree Audit Review (rfrost@uidaho.edu)
9. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
10. Registrar's Office (none)
11. Ready for UCC (disable)
12. UCC (none)
13. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
14. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
15. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu)
16. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu)
17. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 05 Nov 2020 19:22:14 GMT
Joana Espinoza (joanae): Approved for 063 Chair
2. Thu, 05 Nov 2020 19:22:23 GMT
Joana Espinoza (joanae): Approved for 07 Curriculum Committee Chair
3. Thu, 05 Nov 2020 19:22:33 GMT
Joana Espinoza (joanae): Approved for 07 Dean
4. Thu, 05 Nov 2020 19:22:43 GMT
Joana Espinoza (joanae): Approved for Provost's Office
5. Mon, 16 Nov 2020 18:58:53 GMT
Rebecca Frost (rfrost): Approved for Curriculum Review
6. Fri, 15 Jan 2021 23:55:07 GMT
Lauren Perkinson (V00763280): Rollback to 063 Chair for Graduate Council Chair
7. Thu, 21 Jan 2021 17:13:22 GMT
Michelle McGuire (smcguire): Approved for 063 Chair
8. Wed, 03 Feb 2021 16:59:33 GMT
Joana Espinoza (joanae): Approved for 07 Curriculum Committee Chair
9. Wed, 03 Feb 2021 17:06:14 GMT
Joana Espinoza (joanae): Approved for 07 Dean
10. Wed, 03 Feb 2021 17:10:18 GMT
Joana Espinoza (joanae): Approved for Provost's Office
11. Wed, 10 Feb 2021 23:28:47 GMT
Sara Mahuron (sara): Approved for Assessment
12. Wed, 17 Mar 2021 15:30:54 GMT
Rebecca Frost (rfrost): Rollback to Provost's Office for Curriculum Review
13. Wed, 25 Aug 2021 23:46:45 GMT
Amy Kingston (amykingston): Approved for Provost's Office
14. Wed, 25 Aug 2021 23:46:58 GMT
Amy Kingston (amykingston): Approved for Assessment
15. Wed, 25 Aug 2021 23:47:09 GMT
Amy Kingston (amykingston): Approved for Curriculum Review
16. Thu, 16 Sep 2021 17:23:28 GMT
Lauren Perkinson (V00763280): Approved for Graduate Council Chair
17. Wed, 22 Sep 2021 16:22:41 GMT
Amy Kingston (amykingston): Approved for Registrar's Office
18. Tue, 09 Nov 2021 19:20:41 GMT

- V00814390: Approved for Ready for UCC
- 19. Tue, 09 Nov 2021 21:18:42 GMT
V00814390: Rollback to Ready for UCC for UCC
- 20. Wed, 17 Nov 2021 17:54:03 GMT
V00814390: Approved for Ready for UCC
- 21. Wed, 01 Dec 2021 17:41:15 GMT
V00814390: Rollback to Initiator
- 22. Fri, 01 Apr 2022 17:51:43 GMT
Michelle McGuire (smcguire): Approved for 063 Chair
- 23. Tue, 30 Aug 2022 20:09:56 GMT
Beth Ropski (eropski): Approved for CALS Review
- 24. Wed, 31 Aug 2022 23:04:26 GMT
Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
- 25. Tue, 06 Sep 2022 19:30:46 GMT
Matthew Doumit (mdoumit): Approved for 07 Dean
- 26. Mon, 03 Oct 2022 20:29:30 GMT
Gwen Gorzelsky (gwen): Rollback to Initiator
- 27. Tue, 25 Oct 2022 22:08:41 GMT
Michelle McGuire (smcguire): Approved for 063 Chair
- 28. Sat, 29 Oct 2022 08:51:20 GMT
Brenda Schroeder (bschroeder): Approved for CALS Review
- 29. Sat, 29 Oct 2022 08:51:51 GMT
Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
- 30. Fri, 03 Mar 2023 22:46:44 GMT
Matthew Doumit (mdoumit): Approved for 07 Dean
- 31. Tue, 14 Mar 2023 18:39:15 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
- 32. Thu, 23 Mar 2023 19:11:28 GMT
Sara Mahuron (sara): Approved for Assessment
- 33. Thu, 21 Sep 2023 21:20:13 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
- 34. Tue, 03 Oct 2023 18:04:03 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
- 35. Fri, 13 Oct 2023 17:45:55 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
- 36. Tue, 17 Oct 2023 22:15:10 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
- 37. Wed, 18 Oct 2023 16:05:04 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
- 38. Tue, 24 Oct 2023 21:41:22 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Tue, 25 Oct 2022 19:02:14 GMT

Viewing: 434 : Child Development M.S.

Last edit: Wed, 18 Oct 2023 16:04:54 GMT

Changes proposed by: Trevor White

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Trevor white | trevorw@uidaho.edu |
| Shiyi Chen | Shiyic@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Graduate

College

Agricultural & Life Sciences

Department/Unit:

Family and Consumer Sciences

Effective Catalog Year

2024-2025

Program Title

Child Development M.S.

Degree Type

Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

30

Attach Program Change

SBOE MS Child Development Oct Update.doc

CIP Code

19.0706 - Child Development.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Discribe the financial impact

The Margaret Ritchie School of Family and Consumer Sciences has all classroom, instructional, and administrative resources needed to implement this program. Our core graduate faculties Dr. Tsao and Dr. Chen specialize in early education, education research methods, intervention, and educational psychology. They will be fully capable to support future graduate students of M.S. Child Development.

Curriculum:

| Code | Title | Hours |
|-----------------------|--|-------|
| FCS 501 | Seminar | 2 |
| FCS 500 or FCS 599 | Master's Research and Thesis Non-thesis Master's Research | 3 |
| ECDE 540 | Parent-Child Relationships | 3 |
| ECDE 530 | Cognitive and Motivation in Human Learning | 3 |
| FCS 504 | Special Topics (Applied Teaching in FCS Professions) | 3 |
| STAT 431 | Statistical Analysis | 3 |
| PSYC 512 | Research Methods | 3 |

| | |
|---|-----------|
| Select 6 credits of 500-level FCS courses | 6 |
| Select 4 credits of 500-level courses | 4 |
| Additional 4 credits of 500-level courses for non-thesis students | |
| Total Hours | 30 |

Courses to total 30 credits for this degree if thesis track.

Courses to total 34 credits for this degree is non-thesis track.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Learn and Integrate/ Think and Create: Students will be able to understand children's physical, cognitive, and social-emotional development. Students will achieve this learning outcome by successfully passing graduate-level classes related to child development such as FCS 530 Learning and motivation in Learning and FCS 540 Parent-Child Relationships and completing their thesis or non-thesis projects (e.g., designing a curriculum, an action research project, a childcare center business plan). By completing their thesis project, students will be able to design, execute, interpret, and defend their research project. By completing their non-thesis project, students will be able to integrate their subject expertise directly to real-world practices.

Communicate: Students will be able to interpret, apply, and communicate theories and research. Students will achieve this via graduate-level classes related to research methods, statistics, and scientific communication (e.g., FCS 501, a seminar class where graduate students present up to date research studies as well as their thesis and non-thesis projects.

Practice Citizenship: Students will be able to understand the value of and advocate for child development. Students will achieve this learning outcome by presenting their research and projects at conferences and/or classes, and by successfully passing graduate-level classes related to child development such as FCS 540 Parent-Child Relationships.

Clarify Purpose and Perspective: Students will be able to develop delineated research interests and content area expertise. Students will achieve this learning outcome by successfully passing classes related to their research interests, working closely with faculty members, and completing their thesis and non-thesis projects.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Learn and Integrate, Think and Create.

This learning outcome will be assessed by students' thesis or non-thesis project. By completing their thesis project, students will be able to design, execute, interpret, and defend their research project. By completing their non-thesis project, students will be able to integrate their subject expertise directly into real-world practices. The quality of students' written documents and oral defense will be evaluated by the major professor and two other committee members. The committee member will provide feedback on the content of the written documents (i.e., thesis or non-thesis), the design of the project, and the final oral defense. The quality of students' work will be evaluated based on a rubric. Rubric criteria are such as the thoroughness of the literature review, the quality of the project design, and result interpretation.

Communicate.

This learning outcome will be assessed by the research paper presentation assignment in ECDE 530 Cognition and Motivation in Learning and FCS 501 Graduate Seminar. Students will be able to orally present research papers of their interest for 20 minutes, using PowerPoint as a visual aid. The quality of student presentations will be graded using rubrics. Evaluation criteria are such as students' understanding and critique of the research study and their ability to lead an in-depth discussion.

Practice Citizenship.

This learning outcome will be assessed by the literature review assignment in ECDE 540 Parent-Child Relationships. To complete this assignment, students will be able to identify a critical issue that impacts the quality of parent-child relationships (e.g., child behavior, parental stress) and write a thorough literature review on this topic. Students' work will be graded using a rubric. Evaluation criteria

are such as the thoroughness of the review and the coherence of their argument. Additionally, students in ECDE 540 are required to complete family relationship training (e.g., Strengthening Families Professional Development Program).

Clarify Purpose and Perspective.

This learning outcome will be assessed by the teaching philosophy assignment in ECDE530 Cognition and Motivation in Learning. To complete this assignment, students will be able to identify their core beliefs related to teaching and learning as future educators, and use research and real-life example to justify their beliefs. This assignment will be graded using a rubric. Rubric criteria are such as the appropriateness of core beliefs and the interpretation of research and theories.

How will you ensure that the assessment findings will be used to improve the program?

To improve the proposed program, the instructors will review students' assessment results under each learning outcome at the end of every semester and adjust their course design accordingly. Assessment results will also be compared across several years annually to ensure the consistency and quality of the proposed graduate program.

What direct and indirect measures will be used to assess student learning?

Measures explained above under the assessment process used to evaluate outcomes.

Direct, summative measures include the students' thesis defense (or non-thesis exit requirement) will be used to assess students' learning. During the defense, the students' committee members will ask high-level research and application questions related and unrelated to the thesis project to comprehensively assess the students' knowledge, critical thinking skills, integrative skills, perspective, and communication skills. Additionally, graduate students will be evaluated after the first year during their annual evaluation meeting.

Indirect, formative measures including routing meetings with mentor professors will also be used to assess students' learning. Mentor professors will monitor and assess students' progress during those meetings.

When will assessment activities occur and at what frequency?

Meetings with mentors will happen bi-weekly or as needed, final class grades will be reviewed at the end of every semester, the annual evaluation will take place by the end of their first year, the thesis defense or non-thesis exit presentation will happen at the end of students' programs of study.

Student Learning Outcomes

Learning Objectives

1. Learn and Integrate: Students will understand the mental, physical, cognitive, and affective growth infancy through adolescence with special foci on learning, instruction, and family dynamics.
2. Think and Create; Communicate; Practice Citizenship: Students will learn how to interpret and apply theories and research into practice.
3. Clarify Purpose and Perspective: Students will integrate knowledge in the context of social, economic, and environmental factors affecting children's developmental trajectory.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Margaret Ritchie School of Family and Consumer Sciences (FCS) currently offers a single Master of Science degree in Family and Consumer Sciences that includes a focus on either child development, family studies, nutrition, or apparel textile and design. As it currently exists, it is difficult for prospective students interested in graduate studies in any of the areas to locate the degree via a simple search. Furthermore, some students may feel an M.S. degree in FCS does not truly reflect what they studied in graduate school, especially on one's resume/curriculum vitae; thus, it may affect future job prospects. The purpose of creating an M.S. degree in Child Development is to specifically delineate a specialization in Child Development as a graduate degree while maintaining the rigor of the current program. Additionally, having a more specific degree title will optimize their career opportunities.

Reviewer Comments

Lauren Perkinson (V00763280) (Fri, 15 Jan 2021 23:55:07 GMT): Rollback: Graduate Council is requesting more information about program specifics. Please include more information about credit requirements for nonthesis students and specific differences between this program and Curriculum and Instruction programs. Members also suggested considering an online science degree and showing areas of concentration in the curriculum (curriculum build out). Please contact Jerry McMurtry or Lauren Perkinson with questions.

Joana Espinoza (joanae) (Wed, 03 Feb 2021 16:59:23 GMT): Dept. resubmitted the state form but not sure if it aligns with the CIM form. Please review to make sure that the requested changes have been made. Please see new state form attached. If CIM needs updating, please return to dept via the workflow for them to provide updates.

Rebecca Frost (rfrost) (Wed, 17 Mar 2021 15:30:54 GMT): Rollback: Learning Outcomes must be entered before the proposal can move forward. Curriculum review is fine.

Lauren Perkinson (V00763280) (Thu, 16 Sep 2021 17:23:07 GMT): Votes: 4 approved, 3 denied, 3 abstained. 1. Limited faculty to deliver both an UG and GR/masters program – 2 tenure line faculty are not believed to be sufficient 2. Reliance on courses outside the unit and no attempt was made to coordinate with those units on delivery or rotation of courses – or if there is room to absorb additional students

Gwen Gorzelsky (gwen) (Mon, 03 Oct 2022 20:29:30 GMT): Rollback: Please see 10.3.22 email re: adding market data (to be provided) and using updated SBOE form.

Sara Mahuron (sara) (Tue, 14 Mar 2023 20:07:21 GMT): Emailed Shiyi and Trevor requesting more detail on the direct measures that will be used to evaluate the PLOs.

Sara Mahuron (sara) (Thu, 23 Mar 2023 19:11:25 GMT): added assessment information about measures received by email from Shiyi. Assessment section complete.

Theodore Unzicker (tunzicker) (Tue, 17 Oct 2023 22:02:27 GMT): FCS 530 is listed under curriculum. That course was in activated in Spring 2021.

Theodore Unzicker (tunzicker) (Tue, 17 Oct 2023 22:03:46 GMT): ...FCS 530 was INactivated in Spring 2021. Sent email to Trevor.

Key: 434

529: SUSTAINABILITY ACADEMIC CERTIFICATE

In Workflow

1. 470 Chair (sdawson@uidaho.edu)
2. Sustainability Certificate Committee Chair (ejames@uidaho.edu)
3. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
4. Curriculum Review (Curriculum Review@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
11. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Mon, 18 Sep 2023 20:59:38 GMT
Sarah Dawson (sdawson): Approved for 470 Chair
2. Tue, 19 Sep 2023 23:45:17 GMT
Erin James (ejames): Approved for Sustainability Certificate Committee Chair
3. Wed, 20 Sep 2023 00:30:44 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
4. Thu, 21 Sep 2023 21:08:47 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
5. Tue, 03 Oct 2023 18:34:57 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
6. Tue, 03 Oct 2023 21:29:41 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
7. Tue, 10 Oct 2023 23:17:05 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
8. Tue, 24 Oct 2023 22:49:40 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 18 Sep 2023 17:10:37 GMT

Viewing: 529 : Sustainability Academic Certificate

Last edit: Tue, 24 Oct 2023 18:46:50 GMT

Changes proposed by: Sydney Beal

Faculty Contact

| Faculty Name | Faculty Email |
|----------------|--------------------|
| Sarah Dawson | sdawson@uidaho.edu |
| Gwen Gorzelsky | gwen@uidaho.edu |
| Erin James | ejames@uidaho.edu |
| Karen Humes | khumes@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

University-Wide Program Administration

Department/Unit:

Sustainability Certificate Committee

Effective Catalog Year

2024-2025

Program Title

Sustainability Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

30.3301 - Sustainability Studies.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

None. The certificate will be comprised of existing courses and staffed with existing instructors.

Curriculum:

The 12-credit multidisciplinary Sustainability Certificate can be completed by students in any program across the university and is comprised of classes from all nine academic colleges. Sustainability is an interdisciplinary topic relevant to nearly every area of work and life. Certificate completion will allow students to contribute to an informed citizenry that is creating sustainable solutions for Idaho and beyond, and to cultivate an ecologically sound, economically prosperous, and equitable society for current and future generations. Students are required to take at least three credits in the integrative core course category and at least three credits from each of the following three categories: ecological, social, and economic. A minimum of 12 credits must be achieved for certificate completion. Integrative core courses introduce students to the breadth of sustainability as a concept involving ecological, social, and economic processes. Courses centered around ecological sustainability focus on protecting and restoring the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life. Courses centered on social sustainability focus on meeting the needs of communities without compromising the ability of future generations to meet their own needs. Courses centered on economic sustainability focus on long-term economic prosperity without negative impacts on the environment, society, or culture.

| Code | Title | Hours |
|--|--|-------|
| Core Integrative Course | | |
| <i>Select at least one of the following:</i> | | |
| FSP 201 | Forest and Sustainable Products for a Green Planet | 3 |
| GEOG 435 | Climate Change Mitigation | |
| LARC 150 | Landscape, Culture and the Environment | |

| | |
|----------|--|
| PSYC 319 | Environmental Psychology |
| SOIL 436 | Principles of Sustainability |
| MHR 315 | Corporate Social Responsibility and Sustainability |

Ecological Course

Select at least one of the following: 3

| | |
|----------|--|
| BIOL 102 | Biology and Society |
| FOR 460 | Mountain Ecology |
| EPPN 100 | Human, Plant, Animal and Insect Epidemics: Drivers of Societ |
| SOIL 448 | Drinking Water and Human Health |
| GEOG 313 | Global Climate Change |
| GEOG 430 | Climate Change Ecology |
| GEOL 309 | Ground Water Hydrology |
| GEOL 474 | Stable Isotopes in the Environment |
| LARC 288 | Plant Materials & Design 1 |
| REM 440 | Restoration Ecology |

Economic Course

Select at least one of the following: 3

| | |
|--------------------------|--|
| AGEC 451 or ECON 451 | Applied Environmental and Natural Resource Economics |
| AGEC 452 | Water Economics and Policy Analysis |
| ARCH 463 | Principles of Environmental Building Design |
| ECE 487 | Sustainable and Renewable Energy |
| ECON 447 or AGECE 447 | International Development Economics |
| ENVS 423 | Planning Sustainable Places |
| FIN 435 | Sustainable Finance and Investments |
| SOIL 444 | Water Quality in the Pacific Northwest |
| IAD 368 | Interior Materials and Specifications ¹ |
| INDT 419 | Industrial Sustainability Analysis |
| LAW 407 | Agriculture and Environmental Law |
| ME 436 | Sustainable Energy Sources and Systems |

Social Course

Select at least one of the following: 3

| | |
|----------|--|
| ENGL 316 | Environmental Writing |
| ENGL 322 | Climate Change Fiction |
| HIST 424 | American Environmental History |
| IAD 151 | Introduction to Interior Architecture and Design |
| IAD 443 | Universal Design |
| LAW 406 | Foundations of Natural Resources Law |
| RSTM 380 | Principles of Travel and Tourism |
| SOC 340 | Environmental Sociology and Globalization |
| SOC 344 | Understanding Communities |
| SOC 465 | Environmental Justice |
| SOC 466 | Climate Change and Society |

Total Hours 12

1

IAD 368 is being renamed "Materials for Health and Sustainability."

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. Students will be able to define sustainability and identify major local, national, and global sustainability challenges.
2. Students will be able to explain how natural, economic, and social systems interact to create or prevent sustainability.
3. Students will be able to reflect critically on the global implications of their personal and professional actions.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Faculty must apply to the Sustainability Certificate Committee to have their course included in the certificate. That application asks the faculty member to consent to administering a sustainability literacy survey based on an Association for the Advancement of Sustainability in Higher Education (AASHE)-accepted instrument developed by the University of Seattle. The survey is integrated with the learning objectives and will be used to gauge student knowledge. Based on discussion of the outcomes and survey responses, the Sustainability Certificate Committee will develop recommendations, share those with instructors teaching the certificate courses, and ask those instructors to attend an annual workshop on implementing changes based on the recommendations.

How will you ensure that the assessment findings will be used to improve the program?

Each year, the University Sustainability Director and Sustainability Certificate Committee will 1.) meet to discuss assessment findings and develop recommendations, 2.) share the recommendations with instructors, and 3.) offer a workshop for current and potential certificate faculty on using the findings to improve course and curriculum design and instructional delivery.

What direct and indirect measures will be used to assess student learning?

Direct measure: Sustainability Literacy Assessment Survey

Indirect measure: Survey soliciting students' feedback on their certificate experience

When will assessment activities occur and at what frequency?

Annually, as explained above.

Student Learning Outcomes**Learning Objectives**

1. Students will be able to define sustainability and identify major local, national, and global sustainability challenges.
2. Students will be able to explain how natural, economic, and social systems interact to create or prevent sustainability.
3. Students will be able to reflect critically on the global implications of their personal and professional actions.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The 12-credit multidisciplinary Sustainability Certificate can be completed by students in any program across the university and will be comprised of classes from all nine academic colleges. Sustainability is an interdisciplinary topic that has relevance in nearly every area of work and life. Certificate completion will allow students to contribute to an informed citizenry and cultivate an ecologically sound, economically prosperous, and equitable society for current and future generations. According to the Princeton Review's annual College Hopes & Worries Survey, an overwhelming majority of college applicants each year – often more than 75% - say that a university's commitment to sustainability and the environment affected their decision to apply to or attend the school. Therefore, participation in the certificate program is expected to grow over the next several years. The certificate complements many majors and minors and is not anticipated to compete with any existing programs. Courses for the certificate are chosen based on established criteria (see below) that will help students meet the learning outcomes. Since these are existing courses, there will be no added workload related to teaching. Assessment workload will be managed by the University Sustainability Director and Sustainability Certificate Committee stated above.

Supporting Documents

Course_Criteria (1).pdf

529 Program Description Sustainability Certificate.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Wed, 20 Sep 2023 21:20:41 GMT): Program Description received on 9/20/23: The 12-credit multidisciplinary Sustainability Certificate can be completed by students in any program across the university and is comprised of classes from all nine academic colleges. Sustainability is an interdisciplinary topic relevant to nearly every area of work and life. Certificate completion will allow students to contribute to an informed citizenry that is creating sustainable solutions for Idaho and beyond, and to cultivate an ecologically sound, economically prosperous, and equitable society for current and future generations. Students are required to take at least one integrative core course and one course from each of the following three categories: ecological, social, and economic. A minimum of 12 credits must be achieved for certificate completion.

Rebecca Frost (rfrost) (Tue, 03 Oct 2023 18:34:42 GMT): Adjusted to catalog standards

Linda Lundgren (lindalundgren) (Wed, 04 Oct 2023 19:06:38 GMT): Program description uploaded by LL.

Sydney Beal (sbeal) (Tue, 24 Oct 2023 18:46:50 GMT): Removed BIOL 404 per UCC request and permission of Erin James

Key: 529

SUSTAINABILITY & SUSTAINABILITY CHALLENGES

AASHE (Advancement of Sustainability in Higher Education) defines **sustainability** in a “pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations. Major sustainability challenges include (but are not limited to) climate change, global poverty and inequality, natural resource depletion, and **environmental degradation.**” **The solutions for many sustainability challenges are enumerated in the UN’s [Sustainable Development Goals](#).**

Sustainability of courses is determined through alignment with the criteria enumerated below. Course descriptions must include the listed criteria for consideration of inclusion. Courses in the Ecological, Economic, and Social Sustainability categories must include at least 50% criteria concepts.

COURSE CATEGORIES

1. Integrative Core

Integrative Core courses have a primary and explicit focus on sustainability. Thematic courses may qualify as foundational if social, environmental, and economic dimensions are addressed with sufficient balance and depth to confer foundational knowledge that is transferable to other themes or issues.

2. General Courses:

a. **Ecological Sustainability:** Courses centered on ecological sustainability focus on protecting and restoring the integrity of Earth’s ecological systems, with special concern for biological diversity and the natural processes that sustain life. Such courses may include the following themes:

- The interdependence of species
- Local biomes, watersheds, and natural history
- Ecosystem services
- Soil conservation and management
- Biodiversity loss and protection
- Invasive species
- Plant and wildlife disease
- Habitat loss and fragmentation
- Habitat connectivity and remediation
- Impacts of pollution on natural systems and mitigating pollution
- Impacts of over-harvesting of plants or wildlife

- Impacts of climate change on natural systems
- Ecosystem degradation
- Restoration ecology
- Ecological impacts of sea-level rise
- Natural disasters

b. **Economic Sustainability:** Courses centered on economic sustainability focus on long-term economic prosperity without negative impacts on the environment, society, or culture. They examine patterns of production and consumption that safeguard Earth's regenerative capacities. Such courses may include themes such as:

- The economics of population growth
- Human consumption patterns or impacts
- Impacts of biodiversity loss on local markets
- Food, water, and energy resource availability
- Fisheries collapse or recovery
- Sustainable resource consumption
- Sustainable agriculture
- Food waste
- Organic farming
- Permaculture
- Biodynamic farming
- Agroforestry
- Sustainable food systems
- Environmental impacts of poverty and inequity
- Sustainable materials production
- Economic impacts of climate change
- Prosperity without growth
- "Green" chemistry
- Cradle-to-cradle production/manufacturing
- Degrowth
- Circular economy
- Waste management
- Carbon sequestration
- Sustainable business
- Sustainable architecture or landscape design
- Renewable energy (solar, wind, water, tidal, biofuel)
- Geothermal energy
- Centralized vs decentralized energy production
- Oil dependence

- Subsidies
- Energy efficiency
- Technological solutions to sustainability challenges
- Greenwashing
- Marketing for sustainability
- Energy systems
- Energy conservation
- Pollution prevention
- Water conservation
- Sustainable innovation
- Designing climate-resilient communities
- Ecotourism
- Sustainable textiles, fashion, or materials design
- Desalination
- Wastewater treatment
- Recycling/reducing/reusing
- Carbon footprint
- Water footprint
- Environmental/human health impacts of supply chains
- Environmental certifications (MSC, FSC, B Corp, 1% for the Planet, etc.)
- Global commons
- Management for sustainability
- Sustainable economic growth
- Sustainable development
- Corporate environmental responsibility
- Natural resource scarcity and/or management
- Other concepts of energy, water, and waste
- Climate change adaptation
- Sanitation

c. **Social Sustainability:** Courses centered on social sustainability focus on the interactions between society and nature. Topics may include themes such as:

- The impact of social systems on ecological systems
- Cultural comparisons of sustainability
- Indigenous environmental issues
- The relationships between poverty, social justice, and environmental degradation
- Impacts of the built environment on ecology and society
- Humanity's place and limits within ecological systems
- Environmental ethics

- Environmental law and policy
- Food insecurity
- Fresh water availability
- Impacts of resource scarcity
- Climate refugees and societal impacts of climate change
- Impacts of climate change on healthcare
- Environmental justice
- Sense of place
- Impacts of nature on mental health
- Impact of nature on physical health
- Gender equality and equity as prerequisites to sustainable development
- Access to green space
- Environmental history
- Sounds of nature
- Environmental poetry
- Environmental literature
- Environmental philosophy
- Environmental history
- Environmental psychology
- Art or design with reclaimed materials
- Migration

529 Program Description

The 12-credit multidisciplinary Sustainability Certificate can be completed by students in any program across the university and is comprised of classes from all nine academic colleges. Sustainability is an interdisciplinary topic relevant to nearly every area of work and life. Certificate completion will allow students to contribute to an informed citizenry that is creating sustainable solutions for Idaho and beyond, and to cultivate an ecologically sound, economically prosperous, and equitable society for current and future generations. Students are required to take at least one integrative core course and one course from each of the following three categories: ecological, social, and economic. A minimum of 12 credits must be achieved for certificate completion.

MAGIC VALLEY WORKING GROUP:

Serving a growing region of our State



The Snake River runs through the hills in southern Idaho

MAGIC VALLEY WORKING GROUP:

Serving a growing region of our State



University of Idaho

Introduction & Charge from President Green..... 2
 Overview..... 3
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 Research Opportunities 8
 Academic Opportunities in the Magic Valley 15
 Summary Observations and Recommendations 19
 Recommendations for Magic Valley Execution..... 20

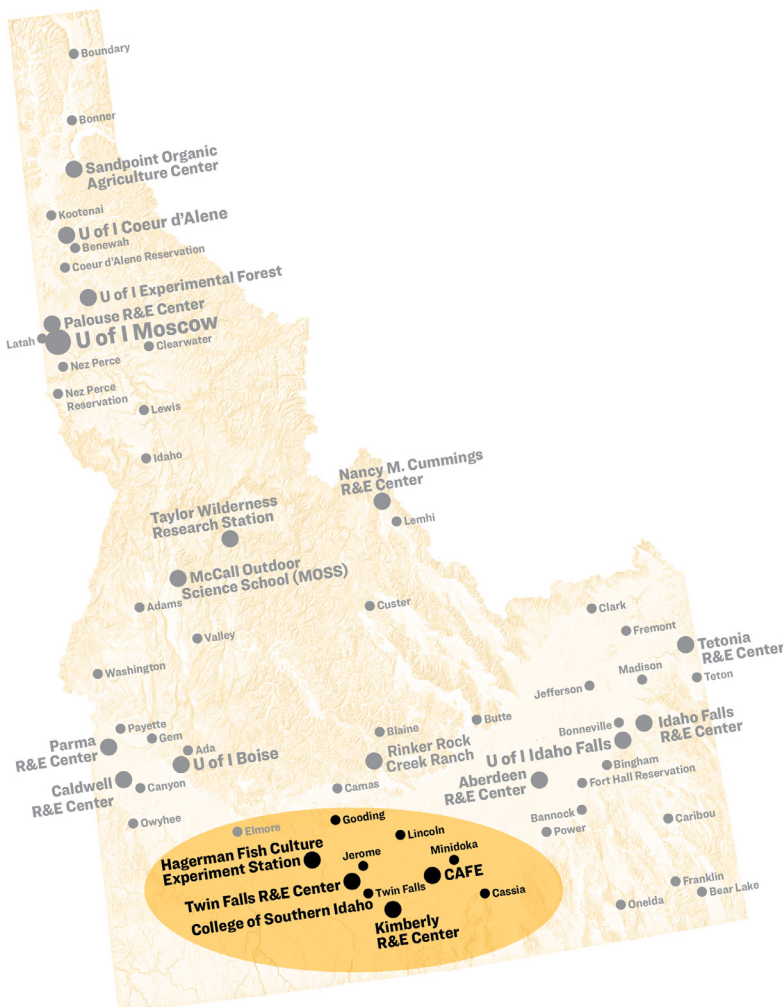
INTRODUCTION & CHARGE FROM PRESIDENT GREEN

President Green established the Magic Valley working group and tasked it to explore strategic opportunities for the University of Idaho in the Magic Valley.

While the initial impetus for the working group was to explore a real estate opportunity and partnership at the Crossroads site in Jerome, ultimately the three subgroups took a deeper look at a long list of opportunities for the University of Idaho to serve our statewide mission and support the economy in the region. The groups took a critical look at how the U of I could have greater visibility and presence in the Magic Valley.

The timing of this process was driven by a number of factors. First, the urgency to make a decision about the feasibility of building a facility at the Crossroads site in partnership with the Charter Equities development (Discovery Center). Second, a number of opportunities currently exist to forge stronger and more expansive partnerships with College of Southern Idaho (CSI). The working group traveled to Twin Falls and Jerome to see the Crossroads site and visit CSI. The conversations focused on (1) exploring ways to expand educational programming and research associated with CAFE, (2) identifying facility needs to accommodate the fulfillment of the University’s land-grant mission, (3) the development of companion programming associated with CAFE, and (4) additionally, the group evaluated how the University of Idaho could develop the appropriate strategies to expand participation from colleges other than the College of Agricultural & Life Sciences (CALS) to serve the needs of this growing market.

The working group was divided into three subgroups. The first subgroup, directed by Associate Dean and Director of UI Extension Barbara Petty focused on outreach and tourism



and took a critical look at the Jerome site and the potential return on investment (ROI) associated with the development. The second, led by Dean Michael Parrella, was tasked with investigating potential research connections associated with CAFE. The third, headed by Dean Sean Quinlan, focused on exploring expanded educational opportunities – both undergraduate degrees, graduate degrees and 2+2 programs that pair with CSI. The report generated by each group has been incorporated into this white paper.

OVERVIEW

For almost 15 years, the University of Idaho (through a partnership with stakeholders and the legislature) has been developing the Idaho Center for Agriculture, Food and the Environment (CAFE), the heart of which will be a research dairy and demonstration farm located in Minidoka County. CAFE will provide the university with a modern and unique research facility consistent with the scale of agricultural production in the Magic Valley - a major agricultural area in the state. Although the dairy and demonstration farm have an obvious agricultural connection, the industries in the area need expertise in multiple disciplines. By working collaboratively with two-year institutions U of I can create other educational opportunities, including 2+2 degrees and 4-year degrees which align with our expertise and statewide mission in Southern Idaho.

As a 2-year school, CSI has an interest in research from a student experiential learning perspective, but their faculty do not have a research mandate. CAFE affords the opportunity to enhance student training to engage with industries in the Magic Valley, in partnership with CSI. The extension/outreach component is a focus of the Discovery Center vision and its connection to the burgeoning area of Agri-Tourism was a piece of the original CAFE concept and is further detailed in this document. Ultimately, the recommendations from this process focus on what we can do in the immediate future to launch programming to serve the needs of this region and point to the most strategic path forward given our mission and financial position. As originally conceived in 2008 and updated in 2017, CAFE encompasses 4 overlapping areas: a 2000 cow dairy, an adjacent 600+ acre demonstration farm in Minidoka County, the Discovery Center at the Crossroads of U. S. Highway 93 and Interstate Highway 84 in Jerome County focused on outreach and education, and a Food Processing Research and Educational component in conjunction with CSI on their campus in Twin Falls County.

CALS faculty have been actively collecting baseline data at the demonstration farm for over one year and bids for dairy construction were received on February 23, 2023. The food processing component is under discussion with CSI and is still in a preliminary stage.

JEROME & CROSSROADS LOCATION

An examination of the Discovery Center (DC) location: History and Concept

The Points Consulting Feasibility Study recommended co-locating with the Southern Idaho Legacy Center (Rick Ryerson development) as the ideal site for the CAFE Discovery Center. Mr. Ryerson joined the working group's session on the CSI campus in November. He presented highlights of his vision for the site and stood for questions.

Mr. Ryerson clarified the difference between the Discovery Center and his Western Heritage Museum. He explained that the museum will be focused on settlers up to 1900's and that there is a strong partnership with the Native American population. Exhibit space will be available for a travelling museum. Rick doesn't think that the content will overlap since U of I will focus on agriculture. He suggested that the two entities need to be connected for greater overall success. Mr. Ryerson has indicated he has a Plan B should the Discovery Center not go forward.

An MOU has been signed between U of I and Rick Ryerson. In February 2022, UI and Charter Equities (Rick Ryerson) entered into a non-binding MOU to possibly exchange properties the parties separately own near Jerome ID. Based on a subsequently completed property value appraisal, UI would convey its current parcel near Jerome and \$400,000 to Mr. Ryerson in exchange for his nearby parcel. It was the conclusion of UI administration that Mr Ryerson's parcel was superior for the development of UI's proposed "Discovery Center" because of its more prominent location and the parcel's adjacency to a planned development Mr. Ryerson has proposed. The MOU anticipated that any subsequent binding exchange agreement between UI and Charter Equities would include a condition that before exchange both parties would have approved the other party's development plans.

As originally envisioned, the facility was intended to educate school children (K-12), the public, legislators, and tourists visiting Idaho on their route to Sun Valley about food production in Idaho. Through a series of

changing interactive displays, the DC as proposed, would provide the avenue for many of our commodities to tell their story – highlighting the positive aspects of their production with respect to impact on the economy, nutritional benefits, sustainable production practices, etc. The Agri-Tourism piece of this concept pointed the working group to look at tourism data and expertise to provide input to the deliberations. (See attached tourism data provided by Idaho Department of Commerce – Addendum B)

The facility would allow the University to sell Idaho products and would provide a multi-functional meeting space. Finally, the design would include animal pens and areas that could be used by 4-H, FFA and high school educators in the area.

The acreage U of I acquired along U.S. 93 was purchased in 2019 from Arlen Crouch at a discount with a considerable ‘in kind’ contribution. While many in the Magic Valley are extremely positive and quite vocal in their support of the DC, to date the University has been unable to generate additional external financial support. At this point the U of I would need to either borrow money to build the facility or work out a ‘built to suit’ with a developer where we rent the facility with an eye toward eventual ownership.

A thorough feasibility study of the DC was conducted in 2021 that examined the cost of the building and operations (among other variables) vs. a potential revenue stream. See Full Points Consulting Report – Addendum A. Proponents of the DC suggest this project provides U of I a chance to have a greater presence in a critical area of the state. They argue that gains would result from partnerships with CSI and expanding our educational programming in the Magic Valley. That being the case for a return on any investment in facilities, the group took a look at what is the best location for us to begin launching these programs.

According to Points Consulting Feasibility Study, the Discovery Center is likely to come close to covering its costs once fully stabilized (between years three and five of operation). It was noted that the University would need to provide considerable support during start-up, amounting to an estimated \$2.13 million in the first five years. Additionally, it is estimated the U of I would also have to pay ongoing costs after this point, in the range of \$282K/year. To subsidize these costs, it has been suggested U of I could commit resources to develop popular and recognized products at the Food Technology Center in Caldwell that develop a strong

retail and e-commerce following. If the University could align programming, location and financial investment, the Discovery Center could provide a significant boost to the Jerome County economy and a vital home for agribusiness and agricultural activity in South Central Idaho.

TWIN FALLS LOCATION

Expansion of the Applied Technology and Innovation Center (ATI) on the CSI campus

In CSI’s preliminary planning, there are accommodations for a broad sharing of the new space in support of Food Science/Processing and CAFE partnerships as well as classrooms, labs and dedicated office space for U of I faculty. This original project was funded primarily with federal (EDA) money. It is important to note that it is the current home of their Food Processing Technology program and Automation Engineering Technology that serves local food processing industry partners.

The intent of the addition is almost entirely around food, including meat science. Other components may include (CSI):

- Office space for Region IV Development Association, Southern Idaho Economic Development, CSI Workforce and Economic Development, and the Small Business Development Center.
- Relocation of Culinary Arts including Baking and Pastry as well as Hospitality Management. It is CSI’s intent to incorporate a rooftop event space that will serve these (and other) programs.
- Various industry training activities including meat cutting.

The project is not 100% scoped yet, but preliminary estimates put the building at around 32,000 sf. A white paper has been prepared in addition to a programming spreadsheet that was used in support of a BBB grant submitted a few years ago.

There have been lower-level discussions around CSI and the U of I possibly connecting on a joint fundraising campaign for expansion of the ATI Center. Much of what has been discussed focuses on food science/processing at the Discovery Center that could be achieved at the expanded ATI center. As stated earlier, this was part of the original CAFE plan.

Todd Schwarz, Provost at CSI and a member of the working group has re-started meetings with leadership about the ATI Center and focused on applying for a promising federal grant that would result in a significant investment in this partnership.

OUTREACH AND TOURISM

Chair, Barbara Petty

Associate Dean, CALS and Director of Extension

MEMBERS:

Shawn Barigar

Magic Valley Economic Development Director/former Mayor of Twin Falls

Gerard Billington

Real Estate Officer, Division of Finance & Administration

Yolanda Bisbee

Chief Diversity Officer & Executive Director, Tribal Relations

Elissa Clark

Working Training Director, Idaho Dairyman's Association

Larry Hall

Executive Director, Jerome 2020

Diane Norton

Tourism Manager, Idaho Department of Commerce

Brent Olmstead

Director of Governmental & External Relations, CALS

Julie Stafford Son

Professor of Recreation, Sport & Tourism Management

Mark Warner

Professor, College of Letters, Arts & Social Sciences

SCRIBE:

Amy Calabretta

Marketing & Communications Manager, CALS

This subcommittee focused our attention on the potential for non-credit educational offerings and tourism. It was understood that the mission is to increase the presence of University of Idaho in southern Idaho, specifically the Magic Valley area in the areas of teaching, research and outreach in a way that it can be sustainable.

As a companion to the research dairy, the original vision of the Discovery Center was to be a hub for educational activities with a two-fold mission of educating the public about where their food comes from and promoting the agriculture industry in Idaho. The following describes the original vision for the Discovery Center.

The educational activities at the Discovery Center would vary from large group producer meetings to school classroom field trips to individual self-guided tours for all ages through interactive displays telling the story of Idaho agriculture. The Points Consulting Feasibility Study warned against a museum type facility – it will need to be a fully interactive, constantly changing educational experience.

The proposed design of the Discovery Center includes a total square footage of 23,000 with 10,000 square feet of the building dedicated to an area for interactive displays. It would also include meeting space to accommodate 150 people for educational classes, workshops and seminars, retail space and an outdoor animal pavilion. The meeting/classroom space would be designed with flexibility to be divided into small spaces to accommodate multiple smaller classes or breakout groups on site. A warming kitchen was included in the design so food service could be included in the educational offerings. The meeting/classroom space would include technology to facilitate distance educational class offerings from the various University of Idaho campuses and extension offices located throughout the state and a direct live stream feed from the CAFE Research Dairy in Minidoka County. The meeting/classroom space could be accessed separately from the rest of the facility to accommodate evening activities for Extension and University of Idaho classes as well as events hosted by the community.

As proposed, the display area would be the size of approximately two basketball courts. Interactive displays using gamification to teach concepts would be incorporated throughout the display areas. The displays would be rotated to avoid stagnation and apathy to encourage return visits by patrons. The displays representing the different commodity groups could include a visual tractor simulator, the introduction of water and power on agricultural land, a simulation of milking a cow, a model of ruminant digestion, etc. The outdoor animal pavilion would allow 4-H clubs and FFA students a place to conduct livestock judging contests and shows. In addition, there could be opportunities to educate and provide experiences for elementary students in a petting zoo context, and demonstrations on milking a cow as well as animal care highlighting careers associated with animal agriculture.

A retail component would promote the sales of Idaho products, provide a reason for drive-by tourists to stop, and support the operations of the DC. To enhance the tourist experience retail local entrepreneurs could market their products for retail sale. The sub-group concluded that ice cream sales would promote the connection to the dairy and appeal to locals as well as tourists. Idaho Milk Products have expressed an interest in selling more retail products and could be a good partner. True West Beef Snake River Farms American Wagyu jerky could be a partner as well. Local branded apparel was also an item that was identified as a possible revenue source for the retail side of the DC.

The subcommittee supports the vision of the major design aspects of the facility but also recognizes the sizeable investment needed to bring this vision into reality. The following is a compilation of the many ideas that surfaced during our deliberations around programming for the Discovery Center site.

EDUCATIONAL OFFERINGS: 4-H FOCUS

University of Idaho Extension has hired a 4-H STEM Extension educator, Matt Fisher to specifically deliver agricultural STEM programming to youth in the Magic Valley Area. Partners that Matt has visited with or is in the process of meeting in the Magic Valley include Chobani, Agropur, McCain, Simplot, True West Beef; statewide partners are DairyWest, Amalgamated Sugar and Commodities/Bureaus include Farm Bureau, Snake River Sugar Beets, Idaho Wheat Commission, Idaho Forest Products Commission, Idaho Potato Commission.

Matt's vision is that the Discovery Center's goal would be to educate school groups/public in three areas (with the help of Extension employees):

- a. Nutrition and Sustainability
- b. Youth and Adult Education and Awareness
- c. Social and Environmental Impact

Nutrition and Sustainability

Interactive displays, AG STEM Challenge (youth designing programming robots to accomplish tasks in agriculture—testing soil samples, growing mediums, transferring seedlings, etc.), ePotato multidisciplinary and multimedia program, Family and Consumer Science curriculum.

Youth Education and Awareness

Opportunities for schools, out of school network, day camps to come to the Discovery Center for teaching and hands-on experiences. 4-H would play a big role here using 4-H national curriculum and Idaho created curriculum: Ag Innovator Challenge, Maker Space STEM modules, plant and animal science, etc.

Social and Environmental Impact

What is being done within Extension and agriculture? An example: How is a county affected by dairy farmers? How is your life affected? A cow can eat what humans cannot and still make high-protein food for human consumption. How many humans can be fed with high quality food? A tie into the dairy since operations may be live streamed.

CONNECTING WITH CSI

In addition to calling out the many opportunities to support the education offerings from our 4-H and extension team, the outreach subgroup also spent time brainstorming other ideas which intersect with the focus of the other two subgroups: academic programs and research. Below is a partial list of some of the areas where we see University of Idaho's expertise that could serve the Magic Valley and strengthen our partnerships with CSI. **It is important to note, we did not debate how some of the programs would fit into current SBOE policy or conflict with current regional restrictions for programming.**

1. Current workforce shortages are driving an interest in internship programs. This usually takes the form of students attending school part time and working in a corporate environment part time. This can be done at the high school, CSI or, college level with U of I.
2. STRAP – School to Registered Apprenticeship Program is another apprenticeship / internship program where students have worked with Agropur, Automated Dairy, AA Dairy, etc. with a path to employment by the sponsor company upon graduation.
3. Cesar Perez from the Jerome CSI Center indicated that CSI has many Hispanic adult learners who would be referred to the Discovery Center and engage with the programming and destination services offered. The U of I Juntos 4-H program would be a great student peer resource to incorporate in the Discovery Center and help serve students of color as they navigate relationships with the Discovery Center.

4. Agricultural Technology, which includes Robotics, is becoming more and more popular with the efficiencies and lack of qualified and committed employees. Robotics are used in various dairy operations, farming irrigation insight, of planting and cultivating, maneuvering tractors, and more. Robotics are also used with crop management in using drones for monitoring crops and smart pivots, satellite imagery, and artificial detection that communicates with the farmer. Again, courses can be established at the high school, CSI or, college level with U of I.
5. The Veterinary Technology (Vet Tech) program at the College of Southern Idaho is thriving. This program allows for individuals to be a small animal Veterinarian or Vet for dairies. A little-known fact is that we have 500,000 head of dairy cattle in the Magic Valley. Each cow is milked with automated milking equipment three times daily producing 90lbs of milk per day, per cow. This totals 45 million pounds per day of milk that is processed by approximately 12 processors in the greater Magic Valley. With this cow count, there is great demand. There are also thousands of beef cattle in the Magic Valley needing veterinary services, although not to the extent of the dairy cattle.
6. Logistics which includes warehousing and trucking, is also a huge area where U of I can be involved in education. This is a much more sophisticated business than one would think. Many trucking firms have over 100 trucks in their fleet that have to be monitored, loaded and repaired constantly. Our operations and supply chain management expertise could serve the large dairy operations.
7. Lab work for the U of I research dairy, processing companies and private dairies could be an important service and course offering for University of Idaho. In addition to a Lab operated by U of I, other labs could be part of a consortium for practical experiential learning focused on research.
8. Paving the way for students to start their own Ag Business could be a great course offering for CSI and U of I to join forces and support entrepreneurship education. Succession Planning is another benefit of educating our students to pursue careers in agriculture. It will help to keep the industry alive for the future.
9. In education, STEM stands for Science, Technology, Engineering, and Mathematics. In Ag, it might stand for Science (Research & Development), Technology (Agricultural Technology), Engineering (Crop Management), and Mathematics (Logistics).
10. Events like the Food Fest planned for Jerome with U of I, Kimberly Good Neighbor Days, Dairy Days in Wendell, etc. are ways for U of I to gain exposure for the Discovery Center and the educational programs.

OTHER EDUCATIONAL OPPORTUNITIES:

- A festival similar to the Trailing of the Sheep Festival held in Ketchum. Look to celebrate the animal that produces these great products; have vendors that sell products made from cows; etc.
- Take visitors out to a farm to see cows or something through virtual reality. Partner with processing plants and local dairies for tours. Maybe something in June during Dairy Month.
- During harvest, a festival highlighting all the foods produced in Idaho; cooking classes using Idaho products.
- Adventure sport events are a huge draw – could draw in educational information related to different water issues. Bike tours through agricultural areas is also popular. Tying in outdoor recreation and great food options. Could also gamify that by having a passport for different tours, food locations and outdoor activities.
- Educational programs could be in conjunction with agricultural businesses in the area. A Farm to School approach. For example, Millenkamp Dairy is located in Jerome and offers tours to the public. Youth and adults could see in action what they have learned at the Discovery Center.

TARGET AUDIENCE

For the Discovery Center to be successful, it would need to be supported by local people and tourists to the area. Local people would need to view the Discovery Center as a place where they could learn something new each time they visit. It would be the local place for educational meetings and a place where they could bring their out-of-town family and friends. The Discovery Center would not be successful in accomplishing the land grant mission of the University of Idaho without buy-in from the local population.

TOURISM

See Addendum B – Visit Idaho: Department of Commerce Tourism Data

Income from tourism would be critical for the sustainability of the Discovery Center as indicated by the Points Consulting Feasibility Study. Research indicated that there are over 56,000 cars that stop at the I-84 exit daily. For the Discovery Center to attract the drive-by tourist, it would need to offer an experience that is quick and meaningful.

OUTREACH AND TOURISM RECOMMENDATIONS AND OBSERVATIONS

1. Refine our scope. We cannot sustain a high level of excellence in what we do if we try to meet too many needs all at once. This white paper addresses all of the following: for credit and non-credit education, research opportunities, supporting the food processing industry, providing a tourism experience for the area, and meeting the community needs for meeting space. These efforts need to be prioritized in alignment with the University's current strategic plan.
2. Further define the project with a more robust business plan. With the additional information from the other subcommittees on the financial return on investment, how much ongoing institutional resources would be needed to support the Discovery Center project? The largest population base is in Twin Falls and the probability of this population driving 4.5 miles from Twin Falls

to the Crossroads was questioned. The Crossroads has been the main location discussion because of traffic, but other factors should be considered.

3. There are other facilities in the area being planned that could accommodate programming or be in competition with the vision of DC. CSI is planning a new 20,000 square foot facility in downtown Jerome. They plan to start building this facility in late 2023. A Children's Museum in Twin Falls has a partnership proposal in the works with only 7% of their fundraising completed to date.
4. If the capital project at the Crossroads is developed further, a different name should be considered from Discovery Center to something that more accurately describes the project. While CAFE (Center for Agriculture Food and the Environment) would reflect the entire project and the dairy located in Minidoka County, the CAFE brand could be confused for a restaurant.

RESEARCH OPPORTUNITIES

Michael Parrella

Chair & Dean of College of Letters Arts & Social Sciences

MEMBERS:

Todd Schwarz

Provost, College of Southern Idaho

Barrie Robison

Professor & Director, Institute for Interdisciplinary Data Sciences

Brian Small

Professor & Director of Hagerman Fish Culture & Experiment Station

Daniele Tonina

Professor & co-Director, Center for Ecohydraulics Research

Suzie Long

Dean, College of Engineering

SCRIBE:

Carly Schoepflin

Director, CALS Communications & Strategic Initiatives

The following information is a compilation of the research opportunities that intersect with expertise on the ground in the Magic Valley and compatible with the CAFE project.

AQUACULTURE

The global aquaculture market was valued at \$204 billion in 2020 and is expected to reach \$262 billion by the end of 2026, growing at a compound annual growth rate (CAGR) of 3.6% from 2021-2026. The U.S. faces a significant and growing seafood trade deficit with nearly 90% of consumed seafood and over 50% of aqua-cultured products imported from foreign countries. Further, many exporting countries do not possess regulatory frameworks that meet U.S. health, environmental, and safety standards.

In the US, Idaho leads the way in trout production, with more than 70% of trout produced in the US coming from the Magic Valley. In the past two years, the industry has seen consolidation and substantial investment from outside of Idaho. With this, there has been an adoption of new technologies and research-based management being emphasized, and the industry is expected to more than double over the next decade. These trends will not only lead to greater interactions between Idaho producers and researchers but also require a more technically trained workforce. Both the U of I Aquaculture Research Institute (with faculty in CALS, CNR, COS, and COE) and CSI are active partners with the Magic Valley aquaculture industry. These collaborations can be expanded by engaging additional faculty across the U of I, especially those working on sustainability, water, food science, biosensors, engineering, and data science. Through working with CSI, these research efforts can be integrated in aquaculture workforce development, extension, and course offerings.

RESEARCH AREAS FOR IMPROVED SUSTAINABILITY OF THE AQUACULTURE INDUSTRY IN IDAHO

Aquaculture is a highly diverse activity involving food production, but in the state of Idaho also supports fisheries enhancement and fisheries stock restoration. Like all animal production, aquaculture involves the application of an array of scientific disciplines, including fish nutrition, genetics, physiology, immunology, water quality, food science, engineering and data science. The U of I Aquaculture

Research Institute (ARI) has served the Magic Valley aquaculture industry for nearly three decades, through both extension support and research based at the Hagerman Fish Culture Experiment Station. The CSI aquaculture program dates back to the 1970's, providing aquaculture students hands-on experience at the Priebe Hatchery in Twin Falls. The program offers an intermediate technical certificate and an associate degree.

Recent changes to the CSI program have resulted in CSI moving its fish hatchery to the Jerome side of the canyon at Pristine Springs, closer to the proposed Discovery Center. They also have seen turnover in the program, hiring of a new aquaculture instructor this year. Together with the hiring of a new Aquaculture Extension faculty by U of I, this has led to renewed collaboration and discussions of developing a 2+2 program and joint workforce development activities. Furthermore, the largest trout producer, Riverence, has been engaged with CSI and U of I regarding aquaculture education and workforce development, expressing a willingness to support such efforts. These fortuitous events have created the perfect opportunity for a comprehensive aquaculture education and research program involving multiple colleges, institutes, and programs at both U of I and CSI.

The areas addressed below represent potential educational, outreach and research opportunities that highlight existing strengths at both U of I and CSI. This information can also be used as ARI builds a stronger, more collaborative aquaculture program with CSI. This can also serve to encourage faculty working on sustainability, water, food science, biosensors, engineering, and data science to collaborate in this area. Finally, the ROI will come from addressing the needs of a critical industry in the Magic Valley and state that should be able to generate support from the local industry, the USDA-ARS and NIFA programs, and the United Nations Sustainability Development Fund.

AQUACULTURE - TROUT NUTRITION AND FEEDS

U of I ranks #1 in fish nutrition research programs in North America and is globally recognized for its fundamental and applied research to support sustainable feed development. ARI research and extension faculty contributed to nearly \$2M in federally funded research to improve water quality, through optimized nutrition and feeds, of effluent

coming from aquaculture facilities in the Magic Valley. Furthermore, ARI research and extension efforts, where industry contributed both in-kind matches and estimated direct expenditures of \$30M, led to a 40% reduction on total phosphorus discharged. However, increasingly stringent phosphorus discharge limits require innovative research and feed technologies, especially in light of industry goals to more than double production.

Another big component of feed sustainability is the transition away from high fishmeal/fish oil feeds. ARI faculty lead the nation in this area of research while working with national and regional commodity groups, ingredient, and feed companies. U of I and the USDA-ARS Trout Grains Lab with researchers in Hagerman, Aberdeen, and Bozeman have recently focused on protein concentrates from barley, corn, alfalfa, soy and insect proteins, and well as oils from oilseed crops, such as high omega-3 canola. Novel utilization and processing of row and oilseed crops provide alternative markets and profitability. This area of research has obvious intersections across crops, nutrition, engineering, cows and fish.

AQUACULTURE - WATER QUALITY AND QUANTITY

U of I Extension faculty have served on the Middle Snake River Watershed Advisory Group and Technical Committee since its inception in 1996, providing an interface for the Idaho state government, DEQ, EPA, and aquaculture facilities and provide educational and on-farm visits to implement BMPs and ensure NPDES compliance for state aquaculture facilities. New research by U of I ARI faculty and USDA-ARS partners at the HFCES are engaged in characterizing water quality and the microbial ecosystem on fish farms. However, with higher production, lower P discharge allowance, and lower water flows in the Magic Valley, there is a critical need for alternative production methodologies. The past few years have seen inland recirculating aquaculture systems (RAS) popping up in the US and across the globe. Thought leaders in the aquaculture industry see RAS as the solution to sustainability and global fish demand. The Idaho trout industry is interested in adopting partial water reuse. To be successful, they will need new technologies and a technically trained workforce. This is where the U of I and CSI can collaborate to create a small-scale

RAS system for training skilled professionals to enter the Idaho aquaculture workforce. It also presents opportunities for greater engagement across colleges, institutes, and programs to develop new water technologies, sensors, and water quality remediation, as well as support data management. Further industry support might be provided through a water quality service lab.

AQUACULTURE – DISEASE AND ANIMAL HEALTH

The Idaho aquaculture industry lacks a diagnostic service center and access to veterinary services specifically for fish. Currently, to test for diseases, samples must be sent to Washington State University and results are not timely enough to be effective. Furthermore, any disease treatment requires a veterinary relationship and prescription. Research in fish health and immunology is also critically lacking in the Magic Valley. While the research at the Hagerman Fish Culture Experiment Station on microbial ecology and water quality applies to fish health, it does not directly address pathogens, disease mitigation or epidemiology. This is an area for expansion and collaboration with CALS and could be an added strength for training at CSI through fish health-tech training.

FOOD PROCESSING – INCLUDING MEAT SCIENCE

Several trends are driving the demand for animal-based foods in the US and globally. These trends have science and technology components that CALS and CSI faculty can help to address. This can be expanded by engaging other colleges at U of I in the food science/processing area. Since Food Processing has a strong engineering component, there are real opportunities to involve faculty from the U of I College of Engineering as well as the Engineering Program at CSI.

Research areas for improved sustainability of the Food Industry in Idaho Food Science is a cross-disciplinary field involving chemistry, physics, nutrition, dietetics, microbiology and engineering. Food processing is a widely applicable area designed to provide the scientific knowledge to solve practical problems associated with food production. It is defined as any procedure that enables the improvement of texture, nutrition, and safety of food products, including but

not limited to heating, mixing, canning, freezing, drying, milling, and fermenting. Given these extremely broad definitions, building a comprehensive food science/food processing program will involve multiple colleges/programs at both U of I and CSI.

The areas addressed below represent potential educational, outreach and research opportunities that highlight existing strengths in the food and animal science programs at both U of I and CSI. This information can also be used as AVFS builds its Food Science program going forward while CSI considers what will be the focus in an expanded ATI center. This can also serve as a guidepost if COE is interested in investing more in this area. Finally, the ROI will come from addressing the needs of a critical industry in the state - via support from the food processing industry throughout Idaho as well as support aligned with selected USDA programs.

FOOD PROCESSING – FOOD SAFETY

Microbial food safety – Dairy and meat products are high risk foods and susceptible to vegetative pathogens such as *Listeria monocytogenes* and pathogenic *Escherichia coli*. This can even be a concern in pasteurized refrigerated and frozen foods (e.g., Blue Bell Ice Cream).

Another ongoing concern is with thermostable bacterial spores (*Bacillus* species) that are opportunistic pathogens that can survive in milk powder and *Cronobacter sakasakii* a heat tolerant microbe that also survives in powdered milk and poses a risk of illness from infant formula. Moreover, *Clostridia* species pose risks to processed meat products and the use of natural or chemically derived nitrates and nitrites are important to aid in maintaining cured meat safety and quality.

Online retailing of perishable foods such as dairy and meat products will force the industry to reevaluate current processing, packaging, and distribution systems for these foods. The growth of pre-packaged ready-to-heat, ready-to-eat meals has created new food safety challenges in both the consumer and restaurant environment (e.g., see the episodes with Chipotle food borne illnesses). Addressing these demands will require new technological solutions, particularly at a time when food additives and preservatives are being frowned upon from a marketing standpoint.

Other considerations are that foods developed to meet the nutritional, portioning, packaging and preparation

needs for children and the elderly must be designed in such a way to be safe for these vulnerable individuals. Furthermore, some locally sourced, natural, simply made and additive free foods are not inherently safer than conventional foods and can pose their own unique food safety risks (e.g., raw milk cheese) which needs to be researched as well as taught and discussed.

The University of Idaho have faculty both on and off campus in the Department of AVFS that focus on food safety microbiology research (Drs. Unlu, Bohach, Minnich, Ryu, and Hamlett) as well as teaching and outreach (Drs. Colle and Bass) who can provide feedback and technical assistance with microbial growth parameters, survival, inactivation strategies, and risk assessment. Furthermore, the USDA certified meat laboratory on the Moscow campus provides hands-on learning of the use of meat processing equipment and ingredients as well as an expert meat processor (James Nasados) who can lead technical training of students in the meat processing arts.

Chemical contaminants – Milk and meat are routinely screened for drug and agricultural chemical residues, mold toxins (from milk and feed) and unapproved additives (e.g., melamine). Dr Ryu is an expert in chemical food safety with a focus on mycotoxins in milk and dairy products. His work also includes the effects of processing on the chemical and toxicological properties of contaminants and toxicants. Furthermore, Dr. Hamlett focuses on chemical and physical contaminants in food during her food safety training workshops.

FOOD PROCESSING – FOOD QUALITY

Microbial quality

Microbial quality for dairy and meat involves both beneficial microbes and spoilage microflora. New foods such as dairy based beverages, high protein foods, and ready-to-eat or ready-to-cook prepared meals or snacks will pose stability challenges for food producers.

Dr. Unlu studies food spoilage microorganisms and has developed methods for their control in foods. Dr. Janna Verburg-Hamlett works with TechHelp and the U of I to provide HACCEP training for employees of food processing companies in Idaho and performs inspections for companies when requested. Dr. Bohach and Minnich have background knowledge of microbial contamination of milk as related to production practices and may be able to contribute to this area as

well. Moreover, Dr. Phil Bass investigates the impact of microflora and the microbiome on dry-aged beef. Dry-aged beef and other meat products, continue to gain in popularity throughout the United States and the world. The University of Idaho has conducted numerous studies on dry-aged beef and the microbes that interact with the product.

Appearance

Dairy and meat foods have very specific and often difficult to quantify appearance characteristics. Defects are easy to define (bleeding of color, cracking, syneresis, two toning, browning, etc.) but are often difficult to control. The scientific term for this area of science in dairy processing is microstructure, and Dr. Da Chen has research expertise in characterizing the appearance of dairy foods at multiple structural levels. Microbial impact on fresh meat is also a concern with shelf-life appearance and stability. At the University of Idaho Dr. Michael Colle is a leader in retail meat shelf-life and color.

Flavor retention

Flavor in dairy and meat foods is often impacted by lipid oxidation, protein-polysaccharides interactions, lipid content and microbial fermentation, which can change with formulation, processing and storage conditions. Development of desirable flavor and reduction of off-flavor is essential for the quality attributes of desirable dairy and meat products.

Dr. Da Chen has years of experience on characterization of volatile compounds from different types of food products using GC-MS by combination of solid-phase extraction. His experience could be extended to dairy foods around impact of food ingredients and processing on the flavor of milk, yoghurt and cheese. Drs. Phil Bass and Michael Colle regularly evaluate the flavor of meat products using trained sensory panels, consumer sensory panels, and food chemistry assessments (TBARS, volatile compounds, etc.) and train students on these assessment practices.

Texture and tenderness

Texture and rheological properties of dairy foods associate closely with their mouthful feelings, which are more critical to their overall acceptability and quality perception compared to appearance and flavor. Varying the fat and protein content of the milk, the types of cultures, the amount of rennet

prior to production of cheese or yogurt could affect final product texture. Dr. Da Chen has experience on measuring the texture and rheological properties of foods with respect to dairy and dairy ingredients. Drs. Phil Bass and Michael Colle utilize Warner-Bratzler shear force analysis to investigate tenderness of meat products.

Nutrient retention

Stability of probiotics, vitamins, minerals (calcium) and protein components are important features of specific dairy foods, particularly those that have undergone thermal processing (pasteurization or dehydration) or have been exposed to UV light (dehydration, packaging). Faculty from CALS (Ryu, Unlu,) and the College of Engineering (Wu) have analytical skills to monitor loss of key nutrients by chromatographic methods or other appropriate tests such as loss of microbial viability. Drs. Phil Bass and Michael Colle collaborate with research colleagues to assess proximate analysis, volatile compounds, and metabolomics of meat products.

Protein

The increasing demands of high protein foods drives food industries to incorporate more proteins (mainly dairy proteins) during food production. Due to the highly reactive characters of proteins, their addition is most likely to change the texture, taste and nutrition of food products. A challenge is the optimization of protein content and modifying their structure by processing so that high protein foods with desirable quality can be achieved. Dr. Da Chen (AVFS) has a strong background in protein isolation, modification, physicochemical and functional properties characterization, as well as evaluation of their structures on the effects of food product quality.

Sensory evaluation

Sensory characteristics of dairy and meat foods are very complex. Trained and consumer panels are commonly used for evaluation of animal food products. Further, instrumental methods including gas chromatography-mass spectroscopy (GC-MS) and electronic tongue can also be used to assess the sensory experience of foods. Dr. Phil Bass and Dr. Michael Colle at the University of Idaho have extensive experience in sensory evaluation in meat products, whereas Dr. Chen enables to conduct flavor compound analysis using GC-MS in dairy foods.

FOOD PROCESSING

Process Modeling

Processors are always looking for ways to increase efficiency, reduce energy, and develop ways to reuse wastewater. Drs. McKellar and Mirkouei (COE) and Dr. Wu (COS) have thermal and chemical process modeling skills that can assist large processing operations in these critical areas.

Fermentation technology

Fermentation is the critical process for the manufacture of soft and hard cheeses and yogurt. Fermented dairy beverages such as kefir are growing in popularity at a rapid pace.

Dr. Unlu is an expert in various aspects of fermentation technology and has a BS degree in biochemical engineering. Moreover, Dr. Phil Bass and James Nasados have experience in meat fermentation and regularly train students on the art of fermenting meat products.

Fermentation cultures/probiotics

Selection and use of fermentation cultures is critical to the production of food. Probiotics such as Lactobacillus strains can be added to various foods for their digestive health promoting properties. Dr. Unlu has substantial expertise in fermentation microbiology, particularly with Lactobacillus and probiotic strains. Dr. Phil Bass and James Nasados regularly train students and professionals on the use of Lactobacillus strains in meat products for both safety and flavor development.

Milk processing (filtration)

These are critical unit operations for recovering milk and whey protein components, concentrating milk proteins, and removing lactose.

Dr. Wu (COE) is familiar with these technologies because of her background in engineering and protein processing.

Pasteurization

Thermal and non-thermal – These technologies include conventional pasteurization, aseptic processing and packaging, commercial sterilization, and high-pressure processing (non-thermal

pasteurization). All these techniques are used to make milk safer, or as is the case with high pressure processing to reduce microbial load while also modifying protein functionality.

Drs. Unlu and Wu have expertise in this area.

Packaging

Unique packaging design has been shown to reduce quality defects such as cracking and weeping in dairy gels. Active packaging involves technologies to improve nutrient retention, maintain quality and extend shelf-life of dairy and other perishable foods. This can include sensors that monitor microbial quality. Dr. Michael Colle has practical industry experience in meat product packaging technologies as well as having great interest in pursuing more meat packaging technology research.

Dehydration and encapsulation

Dehydration is required to produce milk powder and is an important ingredient in dry mix beverages including infant formula as well as an ingredient in many other foods. Whey protein and other milk fractions are commonly dehydrated and sold in a powder form. Encapsulation commonly involves the formation of a protective chemical shell around a heat labile component with dehydration being part of the production process. Nutrients (lipid soluble vitamins), probiotics, and flavors are components in dairy foods that could be present in a microencapsulated form. Drs. Unlu and Chen have expertise in dehydrated dairy products. Dr. Phil Bass and James Nasados regularly discuss and train on the value of dehydrated meat products for adding value, extending shelf-life, and maintaining meat product safety.

FOOD PROCESSING – FACILITIES

Issues at production facilities include the use and reuse of water, and modeling processes to improve efficiency. Dr. Moller (Department of Soil and Water Systems) has considerable experience in water treatment using Biochar. Dr. Mirkouei (COE) has experience with biochar and Dr. McKellar (COE) has experience with basic milk processing models. The University of Idaho also has a small-scale food processing pilot plant at the Food Technology Center in Caldwell, Idaho. The Food Technology Center is available to private entities needing access to food processing and to learn about creating and marketing new products.

The University of Idaho also has a very active USDA meat processing facility on campus. The meat processing facility allows for training and research for all aspects of animal processing from harvest to further processed and ready-to-eat meat products. Beef, pork, lamb, and some goats are processed at the meat facility on the Moscow campus.

Additionally, CSI's Jerome Center plans include dedicated meat processing space and the preliminary plans for the ATI Center expansion do as well. The University of Idaho is committed to collaborating with CSI to provide food processing training including faculty participation from the U of I when needed. Finally, the CAFE project includes construction of dairy/food processing facility and the U of I will collaborate with CSI in the construction and use of that facility.

Overview: Center for Ecohydraulics Research (CER)

The Center for Ecohydraulics Research (CER) is an internationally recognized organization dedicated to the study of critical water resource issues, located in the Idaho Water Center in Boise, Idaho's Capital. CER conducts research and graduate education and provides expertise related to preserving, restoring, and holistically managing river systems in a sustainable manner.

CER conducts interdisciplinary research, both fundamental and applied, on water-related issues involving hydrology, fluid mechanics, geomorphology, stream and floodplain ecology, and water resource management. Research is conducted through a combination of laboratory studies, utilizing the state-of-the-art CER Stream Laboratory, field programs, cyberinfrastructure development, advanced computer simulation, microsensor development, and data mining. Research findings are disseminated to policy makers, academic peer groups, management agencies, students, relevant business communities and the public through journal articles, reports, workshops, and presentations.

CER provides a unique and focused educational, professional, and life experience for our PhD and MS students, faculty, staff and undergraduate students interested in a research experience. The quality and diversity of students define the research center. CER strives to offer a recognized high quality program through interdisciplinary classes, problem-based courses, and innovative research, frequently distinguished by the scale of the research and scope of collaboration with agencies, national and international research institutions.

CER provides value-added academic expertise to support policy makers, agencies, local government, NGOs, the consulting community, and industry to address state and regional problems. CER was originally established to address needs identified by local agencies and consultants in the State of Idaho. Its activities are undertaken to add value to existing programs through expertise and collaboration, knowledge discovery, equipment, and newly developed computer simulation and modeling tools. Typically, these activities involve graduate students, many of whom subsequently join agencies and consulting firms in a related field, thus contributing to the intellectual capacity of the region.

CER supports international research and education activities for the benefit of our students and the host countries. International experiences foster global cultural understanding and extend scientific knowledge of diverse river systems.

CER AND THE IDAHO CENTER FOR AGRICULTURE, FOOD AND THE ENVIRONMENT

The mission of CAFE is to develop science-based answers to address key challenges faced by agriculture and food production, as well as provide solutions and increase the economic viability and sustainability of agriculture (especially dairy systems in Idaho). One of CAFE's top priorities is to manage water resources sustainably. In such context, CER is uniquely positioned to provide scientific and technical support for the development of holistic and synergistic water resources management approaches specifically tailored to local needs and regulatory requirements. CER can assess and predict the effects of water removal from, and discharge to, inland waters on ecosystems and aquatic habitat quality across scales, from the scale of single structures to entire watersheds.

CER's expertise can support research related to watershed restoration, riverine dynamics, as well as nutrient and sediment management, all focused on identifying sustainable water use. CER can quantify nutrient transport and sediment erosion from agricultural areas and their interactions with river morphology, water quality and aquatic organisms. CER's expertise could be used to examine the impact of different grazing, irrigation, and fertilizer deployment strategies, as well as their effects on nutrient and sediment loads, receiving water quality, and potential green-house gas emissions. CER can provide support in developing predictive models and in

designing, building, and implementing environmental monitoring systems for constituents of concern, such as water temperature, dissolved oxygen, sediment, electrical conductivity, nitrates and phosphorous.

In summary, the key elements of CER research that are closely aligned with CAFE mission are:

1. Water resources monitoring (including surface and subsurface water bodies as well as examining their mutual and dynamic interactions)
2. Nutrient fate from fields to the broader environment and water re-use strategies
3. Field erosion, soils losses, sediment transport and deposition
4. Reduce detrimental impacts on aquatic species
5. Impacts of flood and drought on receiving waters

ACADEMIC OPPORTUNITIES IN THE MAGIC VALLEY

PARTNERSHIPS FOR THE FUTURE

Sean Quinlan

Chair & Dean, College of Letters Arts & Social Sciences

Miranda Anderson

Associate Clinical Professor, Interior Design, CAA

Traci Craig

Associate Dean, CLASS

Gwen Gorzelski

Vice Provost, Academic Initiatives

Jerrold Long

Professor, College of Law

Caroline Nilsson Troy

Director of Governmental Relations

Barry Pate

Dean, Career & Technical Education, College of Southern Idaho

Taylor Raney

Associate Chair, Director of Teacher Education & Clinical Associate Professor, EHHS

SCRIBE:

Waageeshaa Roshni Prakash

University of Idaho Junior | English & Pre-Medicine

The Magic Valley offers critical opportunities for the University of Idaho to expand its academic offerings in this region of the state through a partnership with the College of Southern Idaho and the potential building of the Discovery Center. These opportunities involve growing distance programs, partnering and collaborating with our two-year sister institutions, expanding student services and experiential learning, rekindling previous transfer articulations and pathway programs, and building the University of Idaho's on-site presence at the College of Southern Idaho. Some of these opportunities already exist and could expand further, particularly given the state-wide responsibility afforded the Colleges of Agriculture and Life Sciences, Natural Resources, and Law — the latter of which could provide much needed legal services and outreach in the region.

However, further opportunities exist for more significant partnerships with other entities at the University of Idaho, notably the Colleges of Education, Art & Architecture, Engineering, Business and Economics and Letters, Arts & Social Sciences. By cultivating these relationships with the College of Southern Idaho, we could rethink regional responsibilities and provide more excellent educational offerings to our state citizens. We hope this white paper will provide a roadmap for institutional collaboration and programming with the College of Southern Idaho that we could duplicate across the University of Idaho centers with our two-year partners.

We are overwhelmingly concerned with how to provide Idaho citizens with a clear pathway to completing a four-year college degree and making higher education more affordable and accessible across the board. The University of Idaho is well prepared to address this need. We offer an exceptional quality student experience and emphasize disciplinary excellence in all academic programs. Regrettably, several factors limit students from attending our campus. Geographical distance, financial constraints, work and family responsibilities: all of them prohibit students from a traditional residential experience. Therefore, the University must meet students where they are, directly bringing academic programming to them across the state. We can engage more fully in our online distance programs, extension offices, and educational centers in Boise, Coeur d'Alene, Idaho Falls, and McCall. To achieve this objective, however, we must reconsider how we partner with our two-year sister institutions and work together to deliver four-year degree programming and beyond.

We identified five (5) possibilities regarding collaborating in the Magic Valley with the College of Southern Idaho and the potential Discovery Center.

- 1.** The most far-ranging suggestion is that we work to deliver a four-year curriculum directly at the College of Southern Idaho. This curriculum would constitute hybrid programs in which we would combine a two-year residential experience with a four-year online degree option with full-time faculty from the University of Idaho situated on the CSI campus. Students would co-enroll at both institutions, completing their Associates Degree at CSI and finishing their four-year degree online with the University of Idaho. The presence of full-time faculty for these four-year degrees would facilitate high-impact experiential learning – undergraduate research and collaboration, internships, professional development, etc. – and allow in-person faculty advising and mentorship, thereby elevating possibilities for student success. There would be logistical challenges – such as faculty position descriptions, attribution of enrollment and credit hour production, and financial aid assessment – but we can readily imagine reasonable solutions.
- 2.** In tandem with on-site programs, the University of Idaho could explore expanding the student service hub at the College of Southern Idaho or the potential Discovery Center itself. The hub would help provide students with easy access to four-year advising and mentoring, counseling and testing resources, CDAR services, distance/online help, career services, and opportunities for faculty-led experiential learning, notably with service learning, internships and co-ops, and undergraduate research/creative collaboration. It could complement the planned expansion of the Applied Technology and Innovation Center. These services allow Moscow-based students to return home to the south, saving time and reducing debt.
- 3.** As part of the on-site services, there are fantastic opportunities to collaborate with the College of Law. The immediate academic connection is with the 3 + 3 program, which allows undergraduates to transfer seamlessly from their degree program and enter law school, thereby shaving an entire year of cost for their legal education. Similarly, we see possibilities with providing an immigration clinic (as seen on other campus sites) and

offering extensions for law students. The Magic Valley offers the opportunity to expand the Idaho Heritage Project, which creates externships to provide legal services in state counties lacking such resources—potentially opening synergies with law school alums.

- 4.** The potential Discovery Center also offers unique academic opportunities. The museum center could offer a space for a full-time public historian, for example, who would work at both the Center and the CSI campus. This faculty member would have a digital humanities/public history component built into their position description and could connect service learning, internships, and research possibilities at the Discovery Center. Other areas of collaboration include agricultural history, rural sociology, and American Indian Studies. Alternatively, Moscow-based students could benefit from the professional experience afforded by a semester in the Magic Valley and the opportunities afforded by the CSI–UI partnership.
- 5.** Lastly, by expanding into the Magic Valley, the University of Idaho could reinvigorate more traditional partnerships with the College of Southern Idaho. These ideas include strengthening statewide co-admit and co-enrollment opportunities for undergraduate programs in fields such as aquaculture and natural resources; 4 +1 programs in landscape architecture and public administration; the 3 + 3 program in law; MA-level programs in teaching certification and teaching endorsements; as well as new programs regarding specialized certificates (such as the University of Idaho's new sustainability certificate) and other forms of micro-credentialing.

The following is a compilation of the degree programs this group considers to have the most promise in terms of serving the community and launching with investment in targeted faculty and staff to support. In addition, an investment in marketing is needed to promote the opportunities.

DEGREE PROGRAMS FOR MAGIC VALLEY

Degrees noted with an asterisk could be first to launch based on maturity of program and online availability.

College of Agricultural & Life Sciences:

- *1. Current faculty expertise position us to offer a joint CALS/CNR degree in Sustainability & Environment Quality
- *2. Current UI faculty housed at CSI Evergreen Building have expertise to work with Moscow faculty to develop a degree in dairy management & dairy nutrition.
3. Groundwork is set for a meats training program that would start with entry level certificate all the way up to a 4-year degree. This would require a meat science hire on the CSI campus.
- *4. Currently CALS is facilitating the following 2+2 program at CSI and CWI: Agricultural Science, Communication and Leadership which builds upon an associate of arts degree in agriculture.

Graduate Degrees:

Adult Organizational Learning and Leadership (MS)
Human Factors (MS)
Music (M Mus)
Public Administration (MPA)
Movement and Leisure Sciences (MS)
All of the Engineering online degrees
Masters in Natural Resources (MNR)
Environmental Science Masters (online MS)

4-year Majors:

History
Psychology*
Criminology*
General Studies*
Interdisciplinary Studies
Organizational Science

Architecture degree (already in Boise)

Additional Offerings

All of the Business online degrees (Management and HR, Marketing)

Recreation, Sport, and Tourism Management

Anything for which we have statewide responsibility

Existing 2+2 programs with CSI that would benefit from stronger Twin Falls presence/courses:

- Rangeland Ecology and Management (BS)
- Fisheries Sciences with emphasis in Aquaculture and Hatchery Management (BS)

Associates of Science:

Wildland Fuel and Fire Technology (online)

Certificates:

Corporate Social Responsibility
Applied Finance
Fire Ecology, Management and Technology
Human and Community Engagement
Natural and Resource Management
Precision Agriculture
Promotions and Digital Marketing
Technical Program Management
Technology Integration Specialist
Sales Management
Virtual Technologies

Minors:

Spanish
Psychology
Addictions (Psychology)

In addition, we have many programs with 2+2 or Transfer Pathways that we have had for years with CSI and CWI. Here's the link and data:

<https://www.uidaho.edu/registrar/transfer/transfer-pathways>

COLLEGE OF SOUTHERN IDAHO

| CSI Degree/Major | UI Degree/Major | 2020 Catalog | 2021 Catalog |
|--------------------------------|---|-----------------|-----------------|
| A.A. Agriculture | B.S. Ag.Econ. Agricultural Economics Agribusiness Emphasis | Curriculum Plan | Curriculum Plan |
| A.A. Agriculture | B.S. Ag.L.S. Agricultural Science, Communication & Leadership | Curriculum Plan | Curriculum Plan |
| A.S. Biology | B.S. Biology | Curriculum Plan | Curriculum Plan |
| A.Engr. Civil Engineering | B.S.C.E. Civil Engineering | Curriculum Plan | Curriculum Plan |
| A.S. Computer Science | A.S. Cybersecurity | Curriculum Plan | Curriculum Plan |
| A.A. Criminal Justice | B.S. Criminology | Curriculum Plan | Curriculum Plan |
| A.Engr. Electrical Engineering | B.S.E.E. Electrical Engineering | Curriculum Plan | Curriculum Plan |
| A.Engr. Mechanical Engineering | B.S.E.E. Mechanical Engineering | Curriculum Plan | Curriculum Plan |
| A.S. Natural Resource Mgmt | B.S. Wildl.Res. Wildlife Resources | Curriculum Plan | Curriculum Plan |
| A.A. Psychology | B.A. Psychology | Curriculum Plan | Curriculum Plan |
| A.A. Psychology | B.S. Psychology | Curriculum Plan | Curriculum Plan |



SUMMARY OBSERVATIONS AND RECOMMENDATIONS

1. It is clear, there is huge opportunity for the University of Idaho to serve the workforce needs in the Magic Valley. These needs could be served by expanding existing U of I academic programs in partnership with CSI. Obvious areas that could be expanded include undergraduate programs in aquaculture, natural resources and agriculture with a focus on food production. Our expertise in the meat science area, and the successful and well-known Vandal Brand Meats program, makes this a natural fit for the Magic Valley. The working group suggests the expanded programming proposals for the area are prioritized and evaluated for best early implementation.
2. There are substantive areas where CSI and the U of I can collaborate specifically in curricular delivery across various disciplines (beyond the agricultural sciences) and develop hybrid programs that combine two-year face-to-face instruction and online course delivery to complete the four-year degree. These hybrid programs would have U of I faculty on the CSI campus who could also provide experiential learning opportunities, notably with undergraduate research, creative activity, internships, and other forms of professional development. These programs would meet curricular demands where the students are, providing greater flexibility in course delivery and a clear pathway to four-year degree completion.
3. The research opportunities comprise a very long and impactful list and are focused on Aquaculture, Food Science/Processing and Water. It will be important to identify a list of priority research endeavors going forward.
4. The ability to deliver on these mission-driven educational programs and research activities will require the right facility to serve our faculty and students in the area.
5. The working group made a visit to the Jerome site and to CSI. The conclusion of that activity helped the group identify our most strategic location in the Magic Valley. There is strong support to join in a collaboration with CSI to expand the ATI Center on the CSI campus. In general, if the University of Idaho is to invest in more programming in the Magic Valley – a location in proximity to the CSI campus shows more promise in terms of stakeholder funding and in service to our student population.
6. Expanding collaboration with CSI (and other 2-year schools) is a priority for the SBOE and the state legislature. As already stated, this collaboration brings us into closer contacts with potential students, provides a facility for research in food/meat science, and will potentially garner support from many of the larger food processors in the area. In addition, there is much less financial risk associated with this collaboration. A partnership with CSI has more potential for external stakeholder and federal funding than a stand alone facility in Jerome.
7. The working group determined that the Jerome site and partnership with Rick Ryerson comes with challenges in terms of fit within our University of Idaho mission but even more concerning is the cost and ROI calculation. One subgroup identified some good ideas for extension programming and tourism for this site. But even then – the costs are prohibitive. It is unclear how much ongoing institutional budget will be required and there was some skepticism about the location's draw to the groups we would be targeting. There is no question that this is a phenomenal location that will be unrecognizable in 20 years – considerable development is already visible at the Crossroads site. However, the short term costs associated with building the DC together with ongoing initial operational expenses without a clear ROI (at least for the next 5 years) makes this an enormous challenge for the U of I. All of the subgroups expressed concerns about the project's financial model and long term viability.
8. An advantage to the site on the CSI campus is the close proximity to our academic partners and to the potential students we would want to enroll in our programs. One recommendation suggested we grow programs specifically in the College of Ag and Life Sciences and build out a second location for CALS similar to the "two locations/one college" model under which we are operating the College of Law.
9. CSI is very supportive of a collaborative expansion of their ATI Center with U of I in mind, and has developed renderings with equivalent square footage in place for this partnership to move forward. CSI remains supportive of all elements of the CAFE project, but is reluctant to have a physical presence or activity in the proposed Discovery Center location due to their current Jerome Center development and the proximity to the CSI campus in Twin Falls.
10. The Development unit within the College of Ag & Life Sciences has endeavored to raise funds for the DC over the past 5 years without success. The proposed project in Jerome has not attracted the same industry interest or investment as the dairy/demonstration farm in Minidoka County.

RECOMMENDATIONS FOR MAGIC VALLEY EXECUTION

It is recommended an execution team is put together at the discretion of President Green and Provost Lawrence to begin mapping the path forward to cement our commitment to the ATI Center and partnership with CSI. The following tasks should be undertaken and issues should be addressed:

1. A lead/project manager for the efforts in Magic Valley should be assigned.
2. The facility needs of the U of I in the Magic Valley area and specifically at the ATI expansion site need to be identified.
3. Finalize the scope and cost for an ATI expansion. A campaign plan should be developed to identify private partners, available University resources, state funding opportunities with PBF, and federal grants that may be applied for in collaboration with CSI.
4. We recommend that a team is assigned to pull together information for the EDA Tech Hub grant which shows promise for significant funding for ATI partnership and vision for expanding our capability in the region.
5. The top four-year viable degree programs should be identified and prepared to launch (preferably soon) and a correlated faculty hiring plan should be developed along with a curriculum mapping and marketing plan for identified programs.
6. A strategic plan to recruit and hire faculty and staff for the Magic Valley should be developed in conjunction with CAFE hiring.
7. In coordination with ORED and with consideration of faculty expertise and interest, map out research focus areas and priorities.

In response to requests by faculty, the Faculty Senate charged a task force to assess employee perspectives regarding the upcoming affiliation with the University of Phoenix. The task force developed the following survey for the purpose of evaluating current levels of understanding with regards to the affiliation and to collect related feedback from employees. The questions are designed to gather employee perceptions and constructive suggestions, which will be informative and helpful to the Faculty Senate in our conversations with administration as we move forward.

All questions are optional.

There will be no identifying information collected in survey questions.

Draft Survey Questions

- 1. In your opinion, how knowledgeable are you about the University of Phoenix and its programs?***

Not at all knowledgeable
Not very knowledgeable
Fairly knowledgeable
Very knowledgeable
Prefer not to answer

- 2. In your opinion, how knowledgeable are you about the details of the affiliation with the University of Phoenix?***

Not at all knowledgeable
Not very knowledgeable
Fairly knowledgeable
Very knowledgeable
Prefer not to answer

- 3. What sources of information have you used to learn about the University of Phoenix affiliation? [Choose all that Apply]***

Local/state news reports (Moscow-Pullman Daily News, Lewiston Tribune, Idaho Statesman, Idaho Ed News, etc.)

National news reports (Chronicle of Higher Education, Inside Higher Ed, etc.)

University of Idaho colleagues
University of Idaho's FAQ and resource website
University of Idaho's written communications
University of Idaho's town halls
University of Idaho's informational sessions with University of Phoenix administrators
Provost Lawrence's meetings with units in October
[NOTE: WE ARE WAITING ON A COMPREHENSIVE LIST FROM UCM OF ALL UI SPONSORED EVENTS PERTAINING TO AFFILIATION - INSERT DATES HERE]
Other (please specify)

4. To what degree do you support the University of Idaho affiliation with the University of Phoenix?

Strongly Oppose
Somewhat Oppose
Neutral
Somewhat Support
Strongly Support
Unsure

Please rate the degree to which you agree with the following statements

5. Based on my understanding of the Constitution of University Faculty (<https://www.uidaho.edu/governance/policy/policies/fsh/1/1520>), APM 60.21 (<https://www.uidaho.edu/governance/policy/policies/apm/60/21>), the role of Staff Council (<https://www.uidaho.edu/governance/policy/policies/fsh/1/1800>), and the role of shared governance at the University of Idaho (<https://www.uidaho.edu/governance>), I believe that university employees were appropriately involved in the decision to affiliate with the University of Phoenix as determined by existing University of Idaho policies.

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT BOXES FOR ADDITIONAL COMMENT]

6. ***Based on my current understanding, I believe that the affiliation with the University of Phoenix will positively impact my unit.***

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

7. ***Based on my current understanding, I believe the affiliation with the University of Phoenix will negatively impact my unit.***

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

8. ***What information or explanation would be helpful to you in understanding the implications of the University of Phoenix affiliation for your unit?***

9. ***The University of Idaho's affiliation with the University of Phoenix will protect the University of Idaho as we approach the projected decreases in enrollment based on demographic shifts (i.e., the "enrollment cliff").***

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

10. Based on my current understanding, I believe the University of Idaho's affiliation with the University of Phoenix will have a positive impact on the University of Idaho.

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

11. Based on my current understanding, I believe the University of Idaho's affiliation with the University of Phoenix will have a negative impact on the University of Idaho.

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

12. The [FAQ](#) was helpful in answering my questions about the affiliation.

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
I did not read the FAQ

13. What recommendations do you have for improving the FAQ?

14. Moving forward, on which topics related to the affiliation would you like to give input?

15. I see the following as potential benefits of this affiliation (please specify if selected):

- Financial (TEXT BOX FOR ADDITIONAL COMMENTS)
- Student (TEXT BOX FOR ADDITIONAL COMMENTS)
- Faculty (TEXT BOX FOR ADDITIONAL COMMENTS)
- Staff (TEXT BOX FOR ADDITIONAL COMMENTS)
- Outreach (TEXT BOX FOR ADDITIONAL COMMENTS)
- Institutional (TEXT BOX FOR ADDITIONAL COMMENTS)
- Other (TEXT BOX FOR ADDITIONAL COMMENTS)

16. I see the following as potential concerns of this affiliation:

- Financial (TEXT BOX FOR ADDITIONAL COMMENTS)
- Student (TEXT BOX FOR ADDITIONAL COMMENTS)
- Faculty (TEXT BOX FOR ADDITIONAL COMMENTS)
- Staff (TEXT BOX FOR ADDITIONAL COMMENTS)
- Outreach (TEXT BOX FOR ADDITIONAL COMMENTS)
- Institutional (TEXT BOX FOR ADDITIONAL COMMENTS)
- Other (TEXT BOX FOR ADDITIONAL COMMENTS)

17. What else would you like to share with Faculty Senate about your thoughts regarding the University of Idaho and University of Phoenix affiliation?

18. What remaining questions do you have about the University of Phoenix affiliation?

19. What is your primary role at the University of Idaho?

Staff

Faculty

Other _____

Choose not to answer

20. What is your primary campus location?

Moscow

Coeur d'Alene
Boise
Idaho Falls
Twin Falls
Extension center
Choose not to answer

DRAFT

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting # 12

Tuesday, November 7, 2023 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #11 October 31, 2023 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Other Voting Items
 - Spread Pay Task Force Recommendations – Kristin Haltinner, Vice Chair Faculty Senate **Attach. #2**
- VI. Announcements and Communications
 - University of Phoenix Financial Flow Chart – Torrey Lawrence, Provost & Executive Vice President **Attach. #3**
 - Promotion and Tenure Nomination Process – Diane Kelly-Riley, Vice Provost for Faculty **Attach. #4**
- VII. New Business
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #11 October 31, 2023
- **Attach. #2** Spread Pay Task Force Report
- **Attach. #3** University of Phoenix Financial Flow Chart
- **Attach. #4** Promotion and Tenure Nomination Process

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 11

Tuesday, October 31, 2023, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Miller, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals.

Absent: McKenna

Guests/Speakers: Trevor White, Karen Humes, Erin James, Chandra Ford, Sean Quinlan, Michael Parrella

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #10, October 24, 2023, were approved as distributed.

Chair's Report:

- Happy Halloween if this suits you!
I would like to acknowledge that there are several conflicts across the world — some going on at the same time. We need to keep in mind that social media are bringing these conflicts very close to us and the people around us, with a new level of polarization and disturbing content. As we never know what people are individually experiencing -let's please be sensitive to each other and our students - knowing this can be a difficult time for many.

Provost's Report:

- Last week, the college of EHHS hosted a great faculty gathering. Thanks to Dean Blevins. The next one will be Tuesday, November 14, 4:30 – 6:30, in the Vandal Ballroom, hosted by CLASS and Dean Quinlan.
- We need to assemble the University Distinguished Professor Advising Committee, composed of 4 faculty and 3 deans, appointed by the provost for three-year staggered terms. Qualifications: "Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach." Below is the link to the relevant policy
FSH 1565-D-8: <https://www.uidaho.edu/governance/policy/policies/fsh/1/1565#d> Submit nomination for the committee through the form at: <https://forms.office.com/r/ridZTrQB97>
- 11:59pm, November 1 is the deadline for completing the All Employee Required Training.
- Update on the UOPX Working Groups (Chandra Ford).
There was great interest in participating. The invite went out to the initial group, but we will also communicate with the rest of the group to let them know that they will still be engaged.

Discussion:

Back to the University Distinguished Professors, Dean Parrella pointed out that an extension specialist has never received this award. Teaching excellence is an important part of the process, but extension specialists don't teach. Perhaps we could consider some changes to open the criteria.

A senator inquired about the candle vigil to be held on November 13 to remember the four students who died a year ago. The event is student led, but everyone is welcome.

Committee Reports (vote):

- UCC 434 Child Development M.S. – Trevor White
The Margaret Ritchie School of Family and Consumer Sciences (FCS) currently offers a single Master of Science degree in Family and Consumer Sciences that includes a focus on either child development, family studies, nutrition, or apparel textile and design. As it currently exists, it is difficult for prospective students interested in graduate studies in any of the areas to locate the degree via a simple search. Furthermore, some students may feel an M.S. degree in FCS does not truly reflect what they studied in graduate school, especially on one's resume/curriculum vitae; thus, it may affect future job prospects. The purpose of creating an M.S. degree in Child Development is to specifically delineate a specialization in Child Development as a graduate degree while maintaining the rigor of the current program. Additionally, having a more specific degree title will optimize their career opportunities.

Discussion:

Vote: 19/19 yes. Motion passes.

- UCC 529: Sustainability Academic Certificate – Karen Humes, Earth and Spatial Sciences and Erin James, English Department
Erin James provided a brief history of the certificate. On 09/05/2023, Senate appointed the existing interdisciplinary faculty-led committee as an ad-hoc program committee to serve as the "relevant unit and college" authorized to submit curricular proposals per FSH 4120-E. This committee shall be empowered to propose the UG Academic Certificate in Sustainability to the University Curriculum Committee as a University-Wide Program, and to set its initial curriculum. The program was approved by UCC, and the committee is now back to the Senate to seek approval for the program content. Karen Humes added that the UCC vote was unanimous.

Discussion:

Friendly amendment: It must be stated explicitly that a grade of C or better is required.

Vote: 19/20 yes; 1/20 no. The motion passes.

Announcements and Communications:

- Magic Valley Working Group White Paper - Torrey Lawrence, Provost & Executive Vice President, Chandra Ford, Center Executive Officer Southwest Idaho, Sean Quinlan, Dean, College of Letters, Arts and Social Sciences, Michael Parrella, Dean, College of Agricultural and Live Sciences.

Chandra Ford gave an introduction. President Green established the Magic Valley working group and tasked it to explore strategic opportunities for the University of Idaho in the Magic Valley. The working group was divided into three subgroups. The first subgroup, directed by Associate Dean and Director of UI Extension Barbara Petty, focused on outreach and tourism and took a critical look at the Jerome site and the potential return on investment (ROI) associated with the development. The second, led by Dean Michael Parrella, investigated potential research connections associated with CAFE. The third, headed by Dean Sean Quinlan, was charged with exploring expanded educational opportunities, such as undergraduate degrees, graduate degrees and 2+2 programs that pair with CSI.

Some key points: There are multiple opportunities for the University of Idaho to serve the workforce in the Magic Valley. We can help them meet their needs by expanding existing U of I academic programs in partnership with CSI. Programs most suitable for expansion include

undergraduate programs in aquaculture, natural resources, and agriculture with a focus on food production. Our expertise in the meat science area (e.g. Vandal Brand Meats program) is an excellent opportunity for the Magic Valley.

There are important areas where CSI and the U of I can collaborate in instruction delivery across various disciplines and develop hybrid programs that combine two-year face-to-face instruction and online course delivery to complete the four-year degree. These programs would have U of I faculty on the CSI campus to provide experiential learning opportunities. Hybrid programs would meet curricular requirements while providing greater flexibility in course delivery and a clear pathway to four-year degree completion.

The many impactful research opportunities are focused on Aquaculture, Food Science/Processing and Water.

After a visit to the Jerome site and to CSI, the group concluded that the most strategic location is in proximity to the CSI campus. A site close to our academic partners is ideal for reaching out to the potential students we want to enroll in our programs. One recommendation is to grow programs specifically in the College of Ag and Life Sciences and build out a second location for CALS. CSI is very supportive of a collaborative expansion of their ATI Center that involves U of I. (For a complete description, please see the White Paper attached to this meeting binder.)

Discussion:

Q. Why this particular region?

A. It's a place with potential for significant growth. Twin Falls is growing fast and offers many opportunities to serve unmet needs. It is existential for the U of I to increase its presence at CSI, in proximity to students who want to complete a 4-year degree.

Q. Was any thought given to including INBRE in these plans?

A. We have not. We are concentrating on developing food-processing connections.

Q. Do you plan to connect with specific farms/industries, or do you mainly want to increase the U of I presence in the region?

A. As a land grant university we connect broadly, with a focus on serving the food-processing industry. There are many opportunities for students with a variety of backgrounds, such as computer science, engineering, and more.

Contact Dean Michael Parrella if you wish to participate in these connections.

- Spread Pay Task Force Recommendations – Kristin Haltinner

The task force was charged with investigating the possibility of offering spread pay as a benefit for all faculty currently on 9-month appointments at U of I.

In the process of doing this, we first sought to verify that this was, in fact, desired by the faculty. We conducted a survey of faculty on 9-month contracts last year. At that time, 570 faculty were on academic contracts and received the survey. 329 completed the survey leading to a response rate of 61%. 127 faculty were on spread pay, 443 on standard pay. Of those faculty currently on standard pay, 63% indicate that they would immediately switch to spread pay if given the option. Regardless of whether they would go on spread pay, 94% of surveyed faculty supported implementing it as an option for others.

We then worked with the provost's office and Brian Foisy's office to determine whether or not it was even possible to offer the benefit. As you may remember, U of I incentivized faculty switching to standard pay in 2017 due to incompatibilities between the Banner 8 system used by HR and the form of spread pay we were using at the time.

In the process of this investigation, we learned that the system we were using was different than Banner (our current system). We also learned about an alternative model for payment over 12 months, used by many universities and compatible with Banner 9.

There are three possible systems of payment. The first is what we are calling “standard pay” this is a system in which 9-month faculty are paid at the time of their work, over a 9-month period. It is what most faculty are currently using. The second is called “spread pay.” This system “spreads” people’s pay from the academic year to the fiscal year. In effect, we currently pay the 122 faculty on spread pay in advance of their work in July and August and then we defer a part of their paycheck to pay them in May and June. The part of this practice in which we pay people in advance of their work in July and August is incompatible with the Banner system. The third is called “deferred pay.” This is a system in which a portion of faculty’s paychecks are held and then paid out over the summer. This calendar pays people on a schedule from September (or two weeks after contracts start – August 30th next year) through the following August. This is the system used at most schools and is compatible with the Banner system.

The University of Idaho can begin to offer the deferred pay option to faculty on 9-month contracts beginning next academic year. Faculty would need to opt into this payment plan – the details of that opting are still being figured out – and a portion of their 9-month pay would be held and paid out over the summer of 2025, so they are paid over 12 months.

So, this is a very exciting possibility for the faculty who struggle to make ends meet in the summers as single parents or primary income earners.

There are two challenges that were unearthed by this process. The first is that we need to move the 122 faculty currently on the noncompliant spread pay system onto either the deferred pay or spread pay system – whichever they choose. In so doing, they will be paid for the current academic year as planned – until the end of June. Then they will need to switch to the deferred pay (or standard pay) system. Regardless of which they choose, there will be a pause in their payment for three pay periods in July and August as this switch occurs. They are not missing out on salary! We are finishing the spread pay system (July through June calendar), pausing, and then switching to the deferred pay (September to August) calendar.

Something should be very clear: the 122 faculty currently on spread pay will need to switch to the standard pay or – if deferred pay is offered – choose between standard pay or deferred pay system. To ease the transition from spread pay to deferred pay, the provost’s office has set up an option for faculty on spread pay to have a portion of their salaries withheld in the Spring semester and paid out in July and August. There is one other challenge that was unearthed in this process. That is that the Banner system expects and is built for faculty to be on 20 pay period contracts, but UI’s faculty are on 19.5 pay period contracts. This is another change that will need to be made. Faculty will not be expected to work an additional week, but this will slightly lower hourly salary rates – something significant to people on external grants.

The recommendation of the task force that we open the option for deferred pay to all eligible faculty – that is, fulltime faculty on 9-month contracts.

Discussion:

Concern about the delayed payments next summer

To alleviate people’s concerns about having to get by for two months without paychecks, Payroll has set up a system to withhold money (starting in January) to be paid in summer 2024 to the 122 faculty currently on spread pay. Or people can do it on their own.

Incentive?

There will not be an incentive to switch. This transition is something that we have to do. But the provost office and Payroll will help make it less painful. Once again, it was emphasized that there will be no loss of wages – people are getting paid at a different time. This is about moving to a system where we can incorporate everyone.

Impact on summer salaries from grants

The discussion moved to how summer salaries from grants are impacted. There is a maximum salary (due to various regulations) based on what one's salary would be if it were extended to 12 months and keep the salary at that level. A change in the contract period will alter this calculation, as the summer maximum salary will impact faculty who receive 3 months of summer salary from their sponsoring agency. There are still several moving parts. If this recommendation goes forward, it will be useful to provide actual examples covering several scenarios.

Hourly rate reduction

Linda Campos: the hourly rate reduction arose from the need to have 20 pay periods, which presents some system challenges. However, deferred pay can move forward independently. Back to the change in hourly rate, a senator noted that it can be easily calculated from the total salary divided by the total number of hours in the 20-pay period system (compared to the corresponding ratio in the 19.5 system).

Faculty need to choose the deferred pay option every year. So, if a faculty expects to receive 3 months of summer salary from a grant, they may decide not to opt for deferred pay on that particular summer.

The recommendations of the task force will be an action item at the next meeting.

- UOPX – Draft Survey, Chair Gauthier
Just a quick note to remind everyone that the attached survey is a draft. The modalities of distribution are being worked out.

New Business:

There was none.

Adjournment:

The agenda being completed, Chair Gauthier adjourned at 4:42pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

Spread Pay Task Force Findings and Recommendations

History of the Task Force

In 2022 Faculty Senate charged a task force to consider the possibility of developing a system that would allow University of Idaho faculty on 9-month contracts to be paid over 12 months. The catalyst for this work was a combination of faculty interest and its potential to both retain and recruit faculty.

The old spread pay system was an offered benefit until FY 2017. However, difficulties with the Banner 8 system and managing faculty on complicated contracts made the system too cumbersome.

In the Spring of 2022, the Task Force sent a survey to eligible faculty to determine the degree to which faculty supported this initiative. At that time, 570 faculty were on academic contracts and received the survey. 329 completed the survey, resulting in a response rate of 61%. Of those faculty currently on standard pay, 63% indicate that they would immediately switch to a 12 month pay system if given the option. Regardless of whether or not they would go on a 12 month pay system, 94% of surveyed faculty supported implementing it as an option for others.

In AY 23-24, there are 576 U of I faculty on academic year contracts.

- 454 are on standard pay; they are paid for 39 weeks of work during the academic year.
- 122 are on the old system of spread pay; they are paid for 39 weeks of work over twelve months on a system using a problematic pay schedule.

Current Realities

In the process of investigating the possibility of reoffering a benefit that would allow people on 9-month contracts to be paid over 12, it became evident that the current system of providing advanced pay in July and August poses significant problems for the university. Our current system of spread pay operates by paying people in July and August prior to the beginning of their contract. Paying employees for work before the contract begins presents challenges and the schedule must be reset – regardless of whether or not we offer deferred pay as a benefit for all eligible faculty.

There are 122 faculty members currently on this old spread pay schedule. To resolve the schedule problems, they will need to shift to a new pay schedule or opt for standard pay. The new model, called deferred pay, will allow faculty to defer portions of their pay through the academic year to be paid over the following summer. The pay system aligns with the start of their work period.

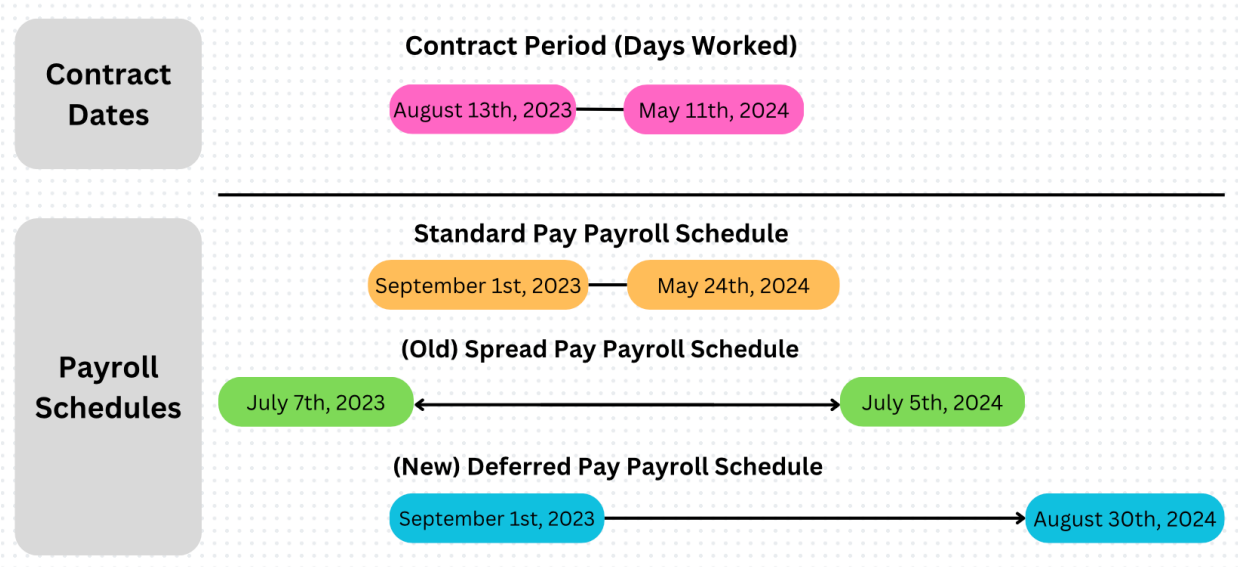
Key Terms:

Standard Pay: a pay system in which faculty on a 9-month contract are paid over nine months. Their pay is in line with the pay periods they work.

Deferred Pay: a pay system in which faculty on a 9-month contract are paid over 12 months. A portion of their pay for the academic year is deferred and covers the pay periods in the summer.

Spread Pay: a pay system in which faculty on a 9-month contract are paid over 12 months. In July and August they are paid in advance of their work. A portion of their pay for the academic year is delayed covering May and June.

Figure 1: Illustration of Different Pay Schedule Examples Based on AY 23-24



Required Changes Discovered During the System Review

The old system must be terminated. In doing so, the university needs to move the 122 faculty currently on the old spread pay schedule to the new deferred pay schedule or to allow them to opt for standard pay. These faculty members will finish the current fiscal year on the old spread pay schedule (ending June 22, 2024 (pay date July 5th) with the end of the current fiscal year) and begin the following year on the new deferred pay schedule (or, if they choose, standard pay). Faculty on the old spread pay system will receive their July 5, 2024 paycheck and then will have a six-week gap as we shift between schedules. This will occur from mid-July through August. This pay schedule will align with the start of the academic year and the pay will be “deferred” to the following summer. The payroll dates for this disruption are the following: July 19, 2024; August 2, 2024; and August 16, 2024. Pay will resume on August 30, 2024.

The task force review also uncovered a second problem with our current system. Currently academic faculty are paid according to two pay schedules. There is one schedule for faculty on standard pay which uses a schedule of 19.5 factors; and another for those on the old spread pay which uses a 20 factor schedule. The deferred pay system cannot use partial schedules, so the whole schedule needs to use a 20 factor schedule. The payroll system needs to bring all academic year faculty on the same schedule.

This change has no effect to faculty base salary during the regular academic year and no impact to summer appointments paid by a flat rate. There will be an impact to an academic year faculty’s summer earnings if an hourly rate is used to calculate the salary for the summer. The summer hourly rate will be 2.5% less than the previous pay schedule. See the Appendix for additional information.

Opportunities for Faculty on Standard Pay to Switch to Deferred Pay and Other Required Changes Uncovered by this Process

The University of Idaho can offer deferred pay to faculty who are on 1.0 FTE academic year (9-month) appointments beginning in AY 24-25. These faculty must opt in to deferred pay for the entire year. New faculty who are hired mid-year will have to wait for the following year to elect deferred pay. Faculty who would like to remain on standard pay are not required to opt into deferred pay. The details of this new schedule are included as an appendix. To reset the schedule, there are three required adjustments.

- First, there will be a disruption in pay for the 122 faculty on the current spread pay system to transition to the new deferred pay system;
- Second, the payroll system needs to bring all academic year faculty on the same 20 factor schedule;
- Third, the new system requires that administrative stipends be paid differently. Faculty with administrative appointments can opt into the deferred pay system to spread their base salary over 12 months, but the administrative stipend can only be paid according to the academic calendar. Currently, there are 19 faculty of the 122 on the old spread pay system who have their base salary and administrative stipend spread out over 12 months. The new system requires the base salary and the administrative stipend to be paid separately.

Recommendations of the Task Force

The task force recommends the following:

- The University of Idaho offer deferred pay to all eligible faculty effective on academic year (9-month) contracts starting in 2024-25;
- The University of Idaho transition faculty currently on the old system of advanced spread pay to the system of their choosing: either the new deferred pay system or the standard pay system effective 2024-25;
- The University of Idaho provide options for the 122 affected faculty members on the legacy spread pay system to navigate the gap in three pay periods offering the following:
 - Financial planning tools for those who wish to immediately transition to the new deferred pay system to manage the three-pay disruption on their own;
 - The option to enroll in a UI payroll managed system that withholds an amount of their choice (up to 3/26th of their annual salary) which will be used to provide the UI paychecks during the three pay periods of transition. (See Appendix for details)

Appendix—Updated UI Deferred Pay Schedule

Compiled by the Provost's Office and the Division of Finance and Administration
November 6, 2023

Context

A faculty senate deferred pay Task Force worked with individuals from the Division of Finance and Administration and the Provost's Office to make deferred pay available to all full-time faculty in AY 24-25 as a recruiting and retention benefit.

Currently, there are 576 U of I faculty on Academic Year (AY) contracts.

- 454 are on standard pay; they are paid for 39 weeks of work during the academic year.
- 122 are on the old system of spread pay; they are paid for 39 weeks of work over twelve months.
- 19 of the 122 faculty on the old spread pay system currently have administrative stipends that are currently included in their spread salary.

Eligibility for deferred pay:

- Full-time faculty on Academic Year contracts can opt in to deferred pay prior to each academic year.
- Must start the Academic Year on deferred pay; faculty who begin mid-year must wait to join deferred pay until the following year.
- Faculty must have a 1.0 FTE appointment for the entire academic year.

Transition from the old system to the new system:

This system change involves a one-time payroll system reset that will mean the following:

- The start date of the deferred pay schedule must be aligned with the start of the academic year contract. For the 122 faculty on the old system, this means there will be a disruption in pay for three pay periods (six weeks) in the summer of 2024. Faculty on the old spread pay system would receive their paycheck on July 5, 2024 and then there would be a six week disruption. These include the pay dates of July 19, 2024; August 2, 2024; and August 16, 2024. Pay would resume on August 30, 2024. In future years, there will be no gap in pay as faculty continue on deferred pay.
- Administrative stipends can only be paid according to the academic year calendar. Faculty with administrative appointments can opt into the deferred pay system to spread their base salary over 12 months, but the administrative stipend can only be paid according to the academic calendar. Currently, there are 19 faculty of the 122 on the old spread pay system who have their base salary and administrative stipend spread out over 12 months.
- The new deferred pay system requires a reset in the payroll schedule from 19.5 pay factors to 20 pay factors. Work expectations and job duties remain the same for positions, but the Banner system requires an even number of weeks in the pay

schedule (and not split pay periods) to avoid errors and manual work. This will impact academic year faculty on standard pay who have contracts in the summer that require salary calculations based on an hourly rate. The total amount that a faculty member in this situation could earn in the summer under the new system could be slightly less because summer will not include a half pay period and because the new schedule reduces the calculation of the hourly rate by 2.5%.

- The system does not support half pay periods.
- U of I cannot sustain two separate payroll systems.

FAQ:

Q1: Is deferred pay required for all academic year faculty? I am an academic year faculty member and I prefer to be paid according to the nine-month contract period.

A: No, deferred pay is an option offered to faculty on AY contracts. The default way to be paid is standard pay according to the contract period. Deferred pay must be selected as an option each year.

Q2: I moved from spread pay to standard pay in 2017 and received a \$1,000 incentive payment. Do I have to pay this back?

A: No. You received that incentive to stop using the old spread pay system.

Q3: What is wrong with the old spread pay system and why were some faculty allowed to stay on it?

A: The old system of spread pay relies on paying faculty prior to the start of their contract which creates significant challenges. The updated process will allow the administrative systems (Banner) to manage these deferred pay schedules in the manner intended and reduce the administrative burden associated with managing those pay schedules. Likewise, the new system allows for contracts for standard pay and deferred pay operate with the same payroll schedule assumptions. We can only have one payroll system for academic year faculty. It is no longer possible to support two distinct payroll systems for academic year faculty.

Q4: Can faculty on the old spread pay system opt into the new deferred spread pay system?

A: Yes, but they will have to manage a one-time disruption in three pay periods in late summer 2024. They can manage this on their own or they can set up UI payroll withholdings during spring semester to manage this.

Q5: How will the 122 faculty on the old spread pay system be transitioned to the new system?

A: They will receive their July 5, 2024 paycheck, which represents the last pay for their 2023-2024 academic year salary. Then, there will be a disruption in the three pay periods

of July 19, 2024; August 2, 2024; and August 16, 2024. Pay would resume on August 30, 2024 with their 2024-2025 academic year salary. These faculty can either budget and manage the transition on their own or UI payroll can assist through a withholding program.

Q6: What does the UI payroll withholding system to bridge the transition look like for faculty on the old spread pay system?

A: A contract time would be established where a faculty member would establish a set amount to be withheld from their paychecks (up to 3/26th of their annual salary). Payroll would create a holding account for the faculty member. The established amount would be taken out over 14 pay periods January 5, 2024 through July 5, 2024. These funds would be used to pay the faculty member during the transition pay periods of July 19, 2024 through August 16, 2024. The faculty member chooses the amount to be withheld. This arrangement would need to be signed and approved by the faculty member by December 21, 2023.

Alternately, faculty who are on the old spread pay system, can manage the transition on their own. They are not required to use the UI withholding system.

Q7: Am I losing money with this transition from the old spread pay schedule to the new deferred pay schedule?

A: No, you will still be paid the same amount for your work according to your contract. Depending on how a person elects to manage the transition in payroll systems, there will be variability in the timing of paychecks.

Q8: Why does the new system remove a week from the summer pay schedule and what is the impact?

A: U of I is currently running two payroll systems for academic year faculty; one of the systems uses half pay periods to calculate salary. The ability to offer all academic year faculty deferred pay requires an adjustment to the payroll schedule to bring all academic year faculty on the same schedule. This one-time adjustment changes the summer schedule by a week. This change has no effect to faculty base salary during the regular academic year and no impact to summer appointments paid by a flat rate.

This change will impact academic year faculty who calculate their summer salary earnings using an hourly rate. The hourly rate will be 2.5% less than the hourly rate of the old system. Potentially, the earnings for faculty on grant funded work for the entire summer could have the summer earnings reduced by a maximum of 10% if they are paid exclusively on grant funds. The reduction results from the schedule adjustment of a week and the reduction in the hourly rate. Grants require the calculation of faculty effort on based on an hourly rate.

In summer 2023, there were 182 faculty who had summer contracts that included compensation for work on grants.

Q9: Why can't administrative stipends be included in the deferred pay option?

A: Faculty who hold administrative appointments (e.g. associate dean, department chair, program director, etc.) and who receive an administrative stipend can opt into having their base salary paid as deferred pay, but the administrative stipend must be paid according to the academic calendar. This is because these positions often fluctuate or start at different points in the year. The new system cannot accommodate the variability with these types of positions and so this part of the appointment will be treated separately. For faculty in these types of positions, they can opt to defer their base salary over 12 months, but the administrative stipend will be paid over 9 months.

Q10: I am a faculty whose FTE is variable over the course of the academic year due to availability of grant funding. Am I eligible for deferred pay?

A: No. Faculty are only eligible to be on deferred pay if they have a 1.0 FTE appointment for an entire academic year.

Q11: What happens for faculty on full-year sabbatical as it relates to supplemental pay on grants?

A: This information is forthcoming and solution will be in place by the time of implementation.

Five Myths about the U of I/UOPX Affiliation

October 27, 2023

Myth #1:

U of I is merging with the University of Phoenix (UOPX)

Both universities will continue to operate independently. They will have unique governing boards, operate separately, and there are no plans to merge the institutions. We will not combine curricula, faculty, support programs, policies, etc.

Myth #2:

U of I is purchasing the UOPX.

U of I's Board of Regents have formed a legally separate, independent, non-profit corporation called Four Three Education, Inc. (43EI). 43EI, not U of I, is purchasing the assets of UOPX. 43EI will place bonds to fund this purchase. After closing, 43EI will "do business as" the University of Phoenix. It will repay the debt using UOPX revenue. U of I is not contributing financially to the purchase.

Myth #3:

U of I is taking on the liabilities of UOPX.

The debt resulting from this transaction belongs to 43EI, not U of I or the state of Idaho. The same applies to any other liabilities of 43EI. UI may choose to take on specific responsibilities to assist the transaction and UOPX's transition to a non-profit operation. For example, to secure better bond terms, U of I may choose to guarantee up to \$10 million annually to cover the debt payment in the event UOPX cannot do so. These responsibilities will be finalized at closing. UOPX has strong financial stability, generates approximately \$100 million of unrestricted cash flow annually, and \$200 million of cash will be transferred to 43EI in addition to the regular working capital of the UOPX operation. In addition, 43EI will not pay income taxes or ownership dividends. We are confident that the UOPX will be able to fully fund all obligations.

Myth #4:

U of I is only doing this for a financial benefit.

Yes, the U of I will benefit from this transaction. We anticipate a minimum \$10M annually; however, that is not the only reason for the affiliation. This affiliation provides greater financial security to U of I through diversification of programs and student populations. It is also a unique opportunity for the institutions to work together by sharing strengths and developing partnerships that will benefit one or both institutions. President Green is launching a working group to identify and prioritize these collaborative opportunities.

Myth #5:

UOPX will take students away from U of I.

UOPX is already a competitor to all Idaho institutions. U of I and UOPX serve largely different student populations, offer mostly unique programs, offer courses on a very different timeline (rolling calendar vs. semester), and have a nearly identical price. This transaction does not change these primary drivers for attendance decisions. Through the affiliation we may improve opportunities for students such as student pathways, 3+1 programs, etc.

Resources

Webpage: FAQ, memos, supporting documents, etc.

www.uidaho.edu/phoenix-faq

Questions:

phoenixquestions@uidaho.edu



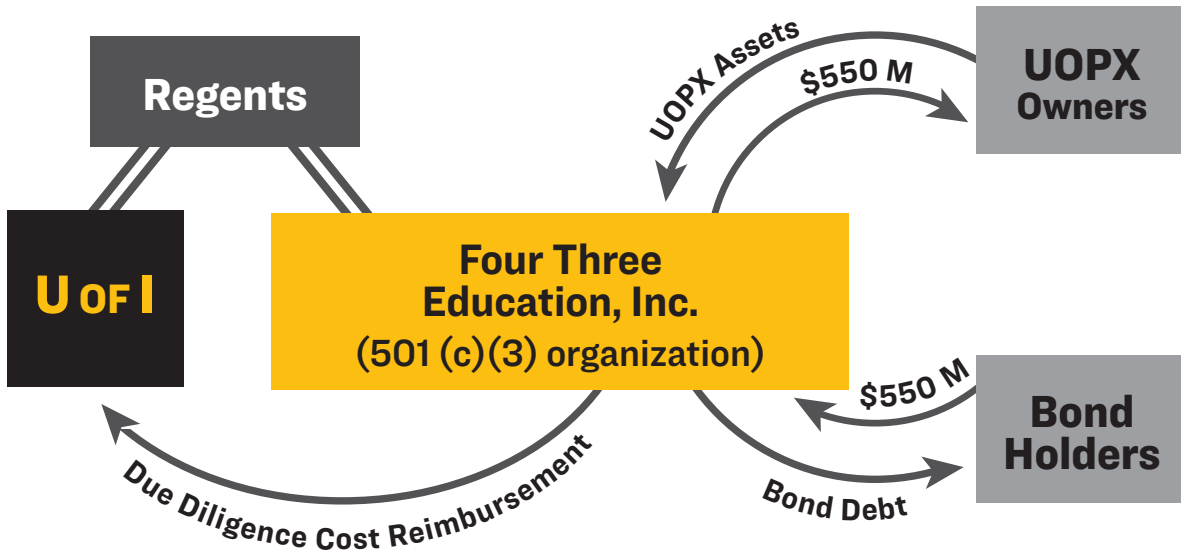
University of Idaho

FINANCIAL FLOW CHART

For U of I/UOPX Affiliation

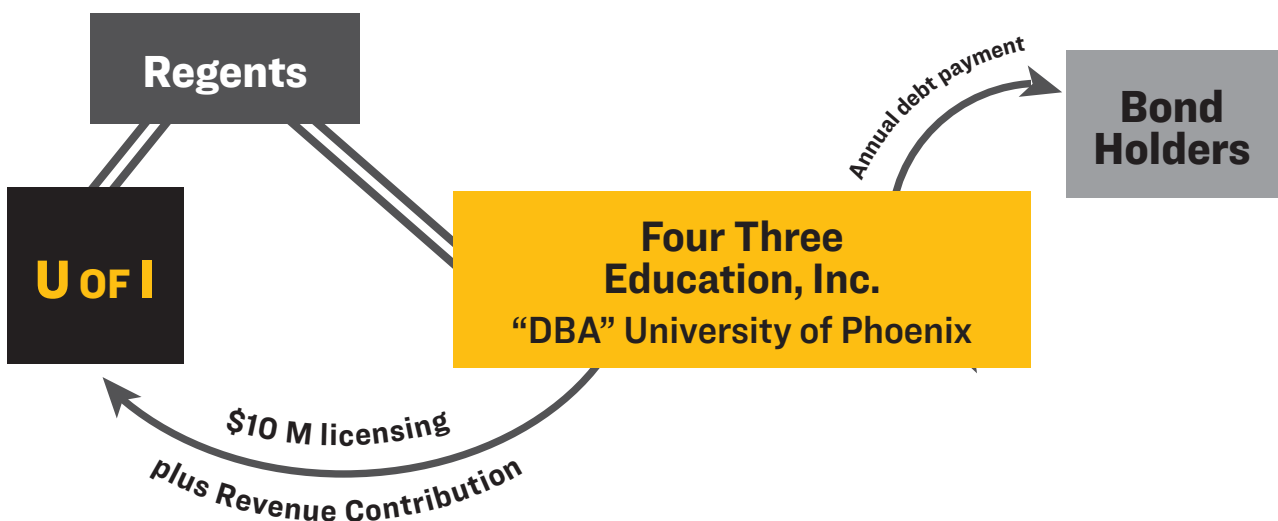
PURCHASE TRANSACTION

(Est. January 2024)



ANNUAL TRANSACTION

(post-closing)



NOTE: U of I may choose to take on specific responsibilities to assist the transaction and UOPX's transition to a non-profit operation. For example, U of I may agree to guarantee UOPX up to \$10M annually as emergency support; however, it is highly unlikely this would occur given UOPX's strong financial position.



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Date: November 2, 2023

To: Kristin Haltinner, Vice Chair, Faculty Senate
From: Diane Kelly-Riley, Vice Provost for Faculty
Subject: Selection of Members for University-Level Promotion and Tenure Committee
CC: Francesca Sammarruca, Faculty Secretary

Please alert faculty senators nominations are open for individuals to serve on this year’s University-Level Promotion and Tenure Committees. Two committees will be convened this year given the number of dossiers to be reviewed. Details about the committee meetings and nomination process follow:

Nomination deadline: Friday, November 17, 2023 [NOMINATION FORM LINK](#)

Senator nomination process:

College senators must submit the total number of nominees for **Two Committees based on the chart below**. If senators do not complete the nomination form by the deadline, the provost shall appoint members from that college/unit.

University P&T Committee meeting dates:

Silver Committee, Saturday, January 27, 2024, 8:00am PT, via zoom
 Gold Committee, Saturday, February 3, 8:00am PT, via zoom

Nominee availability:

Nominees must be available for both meeting dates but can express preference for one of the dates. Faculty selected for the committee will only participate on one day. The University Level Promotion and Tenure meeting typically takes eight hours. A required orientation will be held within the first two weeks of December. Dossier review begins after the orientation.

Nominee selection considerations:

The responsibilities of the committee collectively are to understand and make recommendations regarding the university’s policies regarding promotion and/or tenure. Senators should consider the diverse configurations of academic appointments within their college and nominate committee members to be representational of the diverse array of faculty appointments. Eligible nominees include full-time faculty from the Instructor or Professorial ranks. Faculty who have not previously served on the committee should be prioritized.

| College/Unit | Number of Nominees (FSH 3500 G.) | |
|--|----------------------------------|----------------|
| | One Committee | Two Committees |
| College of Agricultural & Life Sciences Faculty w/>50% Teaching & Research | 2 | 4 |
| College of Agricultural & Life Sciences Faculty w/>50% University Extension | 2 | 4 |
| College of Letters, Arts & Social Sciences | 4 | 8 |
| College of Art & Architecture | 2 | 4 |
| College of Business & Economics | 2 | 4 |
| College of Education | 2 | 4 |
| College of Engineering | 2 | 4 |
| College of Natural Resources | 2 | 4 |
| College of Law | 2 | 4 |
| College of Science | 2 | 4 |
| Faculty at Large | 2 | 4 |

Nomination form link: <https://forms.office.com/r/x7CCmEUJB7>

2023 – 2024 Faculty Senate – Pending Approval

**Approved at Mtg #14
November 28, 2023**

Meeting # 13

Tuesday, November 14, 2023, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kirchmeier, Torrey Lawrence (w/o vote), McKenna, Miller, Mischel, Murphy, Raney, Roberson, Rode, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals.

Absent: Kenyon (excused), Long (excused), Mittelstaedt, Ramirez, Reynold

Guests/Speakers: Alistair Smith, Cari Fealy

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #11, October 31, 2023, were approved as distributed.

Chair's Report:

- We honor the memories of Madison Mogen, Kaylee Goncalves, Xana Kernodle, and Ethan Chapin with a minute of silence.
- I would like to propose a few ideas about APM and FSH policies in shared governance. I hope that the following questions can be addressed in the next months. With the current process, we have the opportunity to comment on APM items when they come through Faculty Senate. How can we improve the process for APMs impacting directly faculty activities? Can we have some control on what goes into the APM? Can we propose changes to APM policies that impact academic activities?

Provost's Report:

- We faced new challenges last week with both internet and natural gas outages. Thank you all for your patience. Please extend your thanks to any Facilities staff who worked long hours during the outage.
- Faculty gathering today, 4:30 – 6:30, in the Vandal Ballroom. Hosted by Dean Sean Quinlan, CLASS.
- "Talks with Torrey" series: November 16, 11:30am - 12:30pm.
<https://www.uidaho.edu/provost/talks-with-torrey>
- Winter Commencement is Saturday, December 9. There will be two ceremonies, at 9:30am and at 2:00pm, at the ICCU Arena. All faculty are encourage to attend the ceremony for their college. Details about the events: <https://www.uidaho.edu/events/commencement/winter>

Committee Reports (vote):

- FSH 1620 University-Level Committees & FSH 1640 Committee Directory – Francesca Sammarruca, Faculty Secretary
FSH 1620 has been revised to clarify procedures for university-level committees. The changes to FSH 1640 are needed for consistency. The two policies must be taken as a package.
An audit of the university-level committees is in progress with the Committee on Committees, and a comprehensive review will follow.

Vote: 18/18 yes. Motion passes.

- FSH 1565 Academic Ranks and Responsibilities – Alistair Smith
Changes to FSH 1565 D-8 University Distinguished Professor are proposed to make Extension faculty eligible for the rank of University Distinguished Professor.
Vote: 16/18 yes; 2/18 no. Motion passes.
- FSH 3320 Annual Performance Evaluations and Salary Determination of Faculty Members and Performance Evaluation of Academic Administrators – Alistair Smith
Change to A-1.d is proposed to clarify that chairs may confer with deans during the evaluation process, to align with standard practices.
Vote: 20/20 yes. Motion passes.

Other Voting Items:

- Spread Pay Task Force Recommendations – Kristin Haltinner
Vice Chair Haltinner heard from some of the 122 faculty currently on the old “spread pay” system. They expressed serious concerns about the transition to the new “deferred pay” system happening in summer 2024 – saving between now and June 2024 in preparation for the paycheck gap would be a heavy burden. They requested to wait a year. The other source of concern is the shift from 19.5 units to 20 units pay schedule.

Current proposal: we can have everyone on standard pay and keep the 19.5 pay factors or offer deferred pay to anyone qualified who wants it and resetting of the payroll schedule to 20 pay factors, but we can't mix the two options. Provost Lawrence confirmed that the university (not the individual) can choose one or the other.

Some senators reported that their constituents are very unhappy about the shift to 20 units, which amounts to three pay cuts because: it effectively reduces the AY pay, lowering hourly pay by asking faculty to work another contract week for the same total amount; it reduces the hourly rate used to compute summer salary; it reduces the total number of weeks available for summer salary from 13 to 12. Would it be possible to go from 19.5 to 19 units instead?

Linda Campos explained that the deferred pay system cannot use partial schedules, because it creates a discrepancy between hourly rates for faculty on spread pay and faculty on standard pay. The payroll system needs to bring all AY faculty on the same schedule. However, she cannot speak for a scenario where the university moves to a schedule of 19 pay factors. The Provost added that a 38 week AY may be something to look into. The problem is that our payroll system does not align with the academic year calendar.

Some senators felt strongly that the transition should happen in summer 2025. For some, saving sufficient funds to cover the pay gap in summer 2024 would be impossible without falling in debt. Others replied that faculty currently on standard pay have had to set money aside for the summer for many years.

There was confusion about the 19.5 vs. 20 pay factors. A Senator was unclear as to why the shift requires a reduction of the summer period during which people can earn salary. They argue that, if the total number of hours in a full-year contract is 2080, and the total number of hours in the AY is still 1560, the difference – 520 hours – is the maximum number of hours (13 weeks)

faculty can earn salary during the summer. Provost Lawrence explained that 40 hours are moved from the summer period into the nine-month contract period (which would then contain 1600 hours). It's important to keep in mind that exempt employees don't work by hours – their responsibilities are set in the PD for the AY, outside of the payroll system, and do not change with the addition of 0.5 weeks. Hourly rates are introduced for the only purpose of calculating summer salaries, because some summer contracts require salary calculations based on an hourly rate. Basically, our payroll system and the AY faculty contracts do not line up.

Some senators argued that, if this transition is going to happen regardless, there is no point in waiting a year. The issue of 19.5 vs. 20 pay factors is a separate one and will not be resolved by procrastinating.

In response to a question about timelines, Linda Campos said that moving the implementation down by one year is possible. However, if the transition has to happen in summer 2024, a decision within the next few weeks is desirable.

The option of postponing the decision until after the fall break and, in the meantime, seeking clarification, was discussed. There was a consensus that options where faculty must take a pay cut are not acceptable.

Moved (Barannyk/Justwan) to accept the recommendations of the task force, with summer 2025 as the implementation date.

During the discussion that followed, the option of postponing the decision until the next Faculty Senate meeting gained traction. Aspects to learn more about are: Can we move to 19 units instead of 20 or keep hourly wages the same and increase salaries instead?

The motion was withdrawn. New motion (Roberson/Murphy) to postpone the decision by two weeks to get clarification on the aspects raised above.

Vote: 19/20 yes; 1/20 no. Motion passes.

Announcements and Communications:

- Promotion and Tenure Nomination Process – Provost Lawrence
Nominations are open for individuals to serve on this year's University-Level Promotion and Tenure Committees (see [FSH 3500 G-1](#)). Two committees will be convened this year due to the large number of dossiers to be reviewed. Nomination deadline: Friday, November 17, 2023. The nomination form for senators to complete can be found at https://forms.office.com/pages/responsepage.aspx?id=Y2u8fpJXGUqyCwS4JgSIU8wgEFrYhyNOn_qCDVIL5jNUREVSNURESkRCUzFFVlpUSFMxNFdNVk0xOS4u

- FSH 2300 Student Code of Conduct & Resolution Process – Cari Fealy
Comprehensive review/rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student Code of Conduct have been combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. This policy revision is accompanied by the proposed deletion of FSH 2400.
The following are the major changes to the policy:
 - The policy was rewritten using language more accessible and understandable for students.

- The Code of Conduct and conduct process were combined in a single policy for easier use.
- Processes related to Title IX sexual harassment were removed to align with the recently revised FSH 6100. Added clarifying language around academic dishonesty resolution.
- Language aligning with case law was added to follow best practices in student conduct policies.
- A section on free speech was included.

This item will be voted on at the November 28 Faculty Senate meeting.

New Business:

- From Erin Chapman: The deadline for the Athena Mentorship Program has been extended to December 1, 2023 https://uidaho.co1.qualtrics.com/jfe/form/SV_9tA1uFgedGAATk

With some time remaining, Chair Gauthier moved back to the University of Phoenix Financial Flow Chart (previously deferred). Provost Lawrence went over Attachment #7. On p.2, there is a flow chart for the U of I/UOPX affiliation, describing in a simple way the financial transaction.

Adjournment:

The agenda being completed, Chair Gauthier adjourned the meeting at 4:50pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting # 13

Tuesday, November 14, 2023 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #11 October 31, 2023 **Attach. #1**
- III. Chair's Report
 - We honor the memories of Madison Mogen, Kaylee Goncalves, Xana Kernodle, and Ethan Chapin with a minute of silence.
- IV. Provost's Report
- V. Committee Reports (vote)
 - FSH 1620 University-Level Committees – Francesca Sammarruca, Faculty Secretary **Attach. #2**
 - FSH 1640 Committee Directory – Francesca Sammarruca, Faculty Secretary **Attach. #3**
 - FSH 1565 Academic Ranks and Responsibilities – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #4**
 - FSH 3320 Annual Performance Evaluations and Salary Determination of Faculty Members and Performance Evaluation of Academic Administrators – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #5**
- VI. Other Voting Items
 - Spread Pay Task Force Recommendations – Kristin Haltinner, Vice Chair Faculty Senate **Attach. #6**
- VII. Announcements and Communications
 - University of Phoenix Financial Flow Chart – Torrey Lawrence, Provost & Executive Vice President **Attach. #7**
 - Promotion and Tenure Nomination Process – Diane Kelly-Riley, Vice Provost for Faculty **Attach. #8**
 - FSH 2300 Student Code of Conduct & Resolution Process – Cari Fealy, Associate Dean of Students
 - FSH 2300 – Second interim revision **Attach. #9**
 - FSH 2300 – Comprehensive rewrite **Attach. #10**
- VIII. New Business
- IX. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #11 October 31, 2023

- **Attach. #2** FSH 1620
- **Attach. #3** FSH 1640
- **Attach. #4** FSH 1565
- **Attach. #5** FSH 3320
- **Attach. #6** Spread Pay Task Force Report
- **Attach. #7** University of Phoenix Financial Flow Chart
- **Attach. #8** Promotion and Tenure Nomination Process
- **Attach. #9** FSH 2300
- **Attach. #10** FSH 2300

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 11

Tuesday, October 31, 2023, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Miller, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals.

Absent: McKenna

Guests/Speakers: Trevor White, Karen Humes, Erin James, Chandra Ford, Sean Quinlan, Michael Parrella

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #10, October 24, 2023, were approved as distributed.

Chair's Report:

- Happy Halloween if this suits you!
I would like to acknowledge that there are several conflicts across the world — some going on at the same time. We need to keep in mind that social media are bringing these conflicts very close to us and the people around us, with a new level of polarization and disturbing content. As we never know what people are individually experiencing -let's please be sensitive to each other and our students - knowing this can be a difficult time for many.

Provost's Report:

- Last week, the college of EHHS hosted a great faculty gathering. Thanks to Dean Blevins. The next one will be Tuesday, November 14, 4:30 – 6:30, in the Vandal Ballroom, hosted by CLASS and Dean Quinlan.
- We need to assemble the University Distinguished Professor Advising Committee, composed of 4 faculty and 3 deans, appointed by the provost for three-year staggered terms. Qualifications: "Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach." Below is the link to the relevant policy
FSH 1565-D-8: <https://www.uidaho.edu/governance/policy/policies/fsh/1/1565#d> Submit nomination for the committee through the form at: <https://forms.office.com/r/ridZTrQB97>
- 11:59pm, November 1 is the deadline for completing the All Employee Required Training.
- Update on the UOPX Working Groups (Chandra Ford).
There was great interest in participating. The invite went out to the initial group, but we will also communicate with the rest of the group to let them know that they will still be engaged.

Discussion:

Back to the University Distinguished Professors, Dean Parrella pointed out that an extension specialist has never received this award. Teaching excellence is an important part of the process, but extension specialists don't teach. Perhaps we could consider some changes to open the criteria.

A senator inquired about the candle vigil to be held on November 13 to remember the four students who died a year ago. The event is student led, but everyone is welcome.

Committee Reports (vote):

- UCC 434 Child Development M.S. – Trevor White
The Margaret Ritchie School of Family and Consumer Sciences (FCS) currently offers a single Master of Science degree in Family and Consumer Sciences that includes a focus on either child development, family studies, nutrition, or apparel textile and design. As it currently exists, it is difficult for prospective students interested in graduate studies in any of the areas to locate the degree via a simple search. Furthermore, some students may feel an M.S. degree in FCS does not truly reflect what they studied in graduate school, especially on one's resume/curriculum vitae; thus, it may affect future job prospects. The purpose of creating an M.S. degree in Child Development is to specifically delineate a specialization in Child Development as a graduate degree while maintaining the rigor of the current program. Additionally, having a more specific degree title will optimize their career opportunities.

Discussion:

Vote: 19/19 yes. Motion passes.

- UCC 529: Sustainability Academic Certificate – Karen Humes, Earth and Spatial Sciences and Erin James, English Department
Erin James provided a brief history of the certificate. On 09/05/2023, Senate appointed the existing interdisciplinary faculty-led committee as an ad-hoc program committee to serve as the "relevant unit and college" authorized to submit curricular proposals per FSH 4120-E. This committee shall be empowered to propose the UG Academic Certificate in Sustainability to the University Curriculum Committee as a University-Wide Program, and to set its initial curriculum. The program was approved by UCC, and the committee is now back to the Senate to seek approval for the program content. Karen Humes added that the UCC vote was unanimous.

Discussion:

Friendly amendment: It must be stated explicitly that a grade of C or better is required.

Vote: 19/20 yes; 1/20 no. The motion passes.

Announcements and Communications:

- Magic Valley Working Group White Paper - Torrey Lawrence, Provost & Executive Vice President, Chandra Ford, Center Executive Officer Southwest Idaho, Sean Quinlan, Dean, College of Letters, Arts and Social Sciences, Michael Parrella, Dean, College of Agricultural and Live Sciences.

Chandra Ford gave an introduction. President Green established the Magic Valley working group and tasked it to explore strategic opportunities for the University of Idaho in the Magic Valley. The working group was divided into three subgroups. The first subgroup, directed by Associate Dean and Director of UI Extension Barbara Petty, focused on outreach and tourism and took a critical look at the Jerome site and the potential return on investment (ROI) associated with the development. The second, led by Dean Michael Parrella, investigated potential research connections associated with CAFE. The third, headed by Dean Sean Quinlan, was charged with exploring expanded educational opportunities, such as undergraduate degrees, graduate degrees and 2+2 programs that pair with CSI.

Some key points: There are multiple opportunities for the University of Idaho to serve the workforce in the Magic Valley. We can help them meet their needs by expanding existing U of I academic programs in partnership with CSI. Programs most suitable for expansion include

undergraduate programs in aquaculture, natural resources, and agriculture with a focus on food production. Our expertise in the meat science area (e.g. Vandal Brand Meats program) is an excellent opportunity for the Magic Valley.

There are important areas where CSI and the U of I can collaborate in instruction delivery across various disciplines and develop hybrid programs that combine two-year face-to-face instruction and online course delivery to complete the four-year degree. These programs would have U of I faculty on the CSI campus to provide experiential learning opportunities. Hybrid programs would meet curricular requirements while providing greater flexibility in course delivery and a clear pathway to four-year degree completion.

The many impactful research opportunities are focused on Aquaculture, Food Science/Processing and Water.

After a visit to the Jerome site and to CSI, the group concluded that the most strategic location is in proximity to the CSI campus. A site close to our academic partners is ideal for reaching out to the potential students we want to enroll in our programs. One recommendation is to grow programs specifically in the College of Ag and Life Sciences and build out a second location for CALS. CSI is very supportive of a collaborative expansion of their ATI Center that involves U of I. (For a complete description, please see the White Paper attached to this meeting binder.)

Discussion:

Q. Why this particular region?

A. It's a place with potential for significant growth. Twin Falls is growing fast and offers many opportunities to serve unmet needs. It is existential for the U of I to increase its presence at CSI, in proximity to students who want to complete a 4-year degree.

Q. Was any thought given to including INBRE in these plans?

A. We have not. We are concentrating on developing food-processing connections.

Q. Do you plan to connect with specific farms/industries, or do you mainly want to increase the U of I presence in the region?

A. As a land grant university we connect broadly, with a focus on serving the food-processing industry. There are many opportunities for students with a variety of backgrounds, such as computer science, engineering, and more.

Contact Dean Michael Parrella if you wish to participate in these connections.

- Spread Pay Task Force Recommendations – Kristin Haltinner

The task force was charged with investigating the possibility of offering spread pay as a benefit for all faculty currently on 9-month appointments at U of I.

In the process of doing this, we first sought to verify that this was, in fact, desired by the faculty. We conducted a survey of faculty on 9-month contracts last year. At that time, 570 faculty were on academic contracts and received the survey. 329 completed the survey leading to a response rate of 61%. 127 faculty were on spread pay, 443 on standard pay. Of those faculty currently on standard pay, 63% indicate that they would immediately switch to spread pay if given the option. Regardless of whether they would go on spread pay, 94% of surveyed faculty supported implementing it as an option for others.

We then worked with the provost's office and Brian Foisy's office to determine whether or not it was even possible to offer the benefit. As you may remember, U of I incentivized faculty switching to standard pay in 2017 due to incompatibilities between the Banner 8 system used by HR and the form of spread pay we were using at the time.

In the process of this investigation, we learned that the system we were using was different than Banner (our current system). We also learned about an alternative model for payment over 12 months, used by many universities and compatible with Banner 9.

There are three possible systems of payment. The first is what we are calling “standard pay” this is a system in which 9-month faculty are paid at the time of their work, over a 9-month period. It is what most faculty are currently using. The second is called “spread pay.” This system “spreads” people’s pay from the academic year to the fiscal year. In effect, we currently pay the 122 faculty on spread pay in advance of their work in July and August and then we defer a part of their paycheck to pay them in May and June. The part of this practice in which we pay people in advance of their work in July and August is incompatible with the Banner system. The third is called “deferred pay.” This is a system in which a portion of faculty’s paychecks are held and then paid out over the summer. This calendar pays people on a schedule from September (or two weeks after contracts start – August 30th next year) through the following August. This is the system used at most schools and is compatible with the Banner system.

The University of Idaho can begin to offer the deferred pay option to faculty on 9-month contracts beginning next academic year. Faculty would need to opt into this payment plan – the details of that opting are still being figured out – and a portion of their 9-month pay would be held and paid out over the summer of 2025, so they are paid over 12 months.

So, this is a very exciting possibility for the faculty who struggle to make ends meet in the summers as single parents or primary income earners.

There are two challenges that were unearthed by this process. The first is that we need to move the 122 faculty currently on the noncompliant spread pay system onto either the deferred pay or spread pay system – whichever they choose. In so doing, they will be paid for the current academic year as planned – until the end of June. Then they will need to switch to the deferred pay (or standard pay) system. Regardless of which they choose, there will be a pause in their payment for three pay periods in July and August as this switch occurs. They are not missing out on salary! We are finishing the spread pay system (July through June calendar), pausing, and then switching to the deferred pay (September to August) calendar.

Something should be very clear: the 122 faculty currently on spread pay will need to switch to the standard pay or – if deferred pay is offered – choose between standard pay or deferred pay system. To ease the transition from spread pay to deferred pay, the provost’s office has set up an option for faculty on spread pay to have a portion of their salaries withheld in the Spring semester and paid out in July and August. There is one other challenge that was unearthed in this process. That is that the Banner system expects and is built for faculty to be on 20 pay period contracts, but UI’s faculty are on 19.5 pay period contracts. This is another change that will need to be made. Faculty will not be expected to work an additional week, but this will slightly lower hourly salary rates – something significant to people on external grants.

The recommendation of the task force that we open the option for deferred pay to all eligible faculty – that is, fulltime faculty on 9-month contracts.

Discussion:

Concern about the delayed payments next summer

To alleviate people’s concerns about having to get by for two months without paychecks, Payroll has set up a system to withhold money (starting in January) to be paid in summer 2024 to the 122 faculty currently on spread pay. Or people can do it on their own.

Incentive?

There will not be an incentive to switch. This transition is something that we have to do. But the provost office and Payroll will help make it less painful. Once again, it was emphasized that there will be no loss of wages – people are getting paid at a different time. This is about moving to a system where we can incorporate everyone.

Impact on summer salaries from grants

The discussion moved to how summer salaries from grants are impacted. There is a maximum salary (due to various regulations) based on what one's salary would be if it were extended to 12 months and keep the salary at that level. A change in the contract period will alter this calculation, as the summer maximum salary will impact faculty who receive 3 months of summer salary from their sponsoring agency. There are still several moving parts. If this recommendation goes forward, it will be useful to provide actual examples covering several scenarios.

Hourly rate reduction

Linda Campos: the hourly rate reduction arose from the need to have 20 pay periods, which presents some system challenges. However, deferred pay can move forward independently. Back to the change in hourly rate, a senator noted that it can be easily calculated from the total salary divided by the total number of hours in the 20-pay period system (compared to the corresponding ratio in the 19.5 system).

Faculty need to choose the deferred pay option every year. So, if a faculty expects to receive 3 months of summer salary from a grant, they may decide not to opt for deferred pay on that particular summer.

The recommendations of the task force will be an action item at the next meeting.

- UOPX – Draft Survey, Chair Gauthier
Just a quick note to remind everyone that the attached survey is a draft. The modalities of distribution are being worked out.

New Business:

There was none.

Adjournment:

The agenda being completed, Chair Gauthier adjourned at 4:42pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://sitecore.uidaho.edu/governance/policy>.

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **FSH 1620 University-Level Committees**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Originator: Francesca Sammarruca, Faculty Secretary

Policy Sponsor, if different from Originator:

Reviewed by General Counsel xYes __No

Name & Date: Kim Rytter 4/19/23

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
Comprehensive review. Revised to clarify procedures for university-level committees and to highlight that all faculty who have voting privileges and all board-appointed staff are welcome to serve on committees.
2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
None.
3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
FSH 1640
4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

UI FACULTY-STAFF HANDBOOK
CHAPTER ONE:
HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

1620
UNIVERSITY-LEVEL COMMITTEES

LAST REVISION: January 2018

CONTENTS:

- A. Purpose—Function, Structure, and Membership of Committees
- B. ~~Scope~~ Regulations Governing Committees
- C. ~~Function, s~~Structure, and ~~m~~Membership of University-Level Standing Committees
- D. ~~Regulations g~~Governing ~~University Level Standing c~~Committees. Guidelines for Committee Chairs
- E. Guidelines for University-Level Committee Chairs

A. PURPOSE. ~~This policy regulates university-level standing committees, including their establishment, discontinuance, responsibilities, appointment, and operation. [It also addresses meeting procedure for all committees under the jurisdiction of the university faculty or any of its constituencies.]~~

B. SCOPE. ~~This policy applies to all university-level standing committees.~~

CA. FUNCTION, STRUCTURE, AND MEMBERSHIP OF UNIVERSITY-LEVEL STANDING COMMITTEES. ~~University-Level Standing Committees comprise all committees listed Senate Committees and Other University Level Standing Committees in FSH 1640 -A- identifies Senate Committees and Other University Level Standing Committees. T and sets forth the function, structure, and membership of each committee are~~ set forth in FSH 1640 -B~~See 1640 for the function and structure of each university level standing committee.~~ The list of members appointed to serve on ~~these committees~~ the Senate standing c~~ommittees~~ in FSH 1640 -A-~~1~~ is published on the [Faculty Senate website](#) after the beginning of the academic year by the Committee on Committees. ~~Committees in FSH 1640 -A-1 are also referred to as “standing committees under the jurisdiction of the Faculty Senate.” All faculty who qualify under FSH 1520 -II and all board-appointed staff are eligible to serve on university level-these~~senate committees.

DB. REGULATIONS GOVERNING COMMITTEES. The following is a codification of the general regulations governing university-level committees:

DB-1. As used here, “committee” is a general term denoting any university-level standing or special committee, subcommittee, council, board, senate or similar bodies~~y~~.

DB-2. The establishment, discontinuance, or restructuring of, and the assignment of responsibilities to, ~~the University-Level Senate-standing Standing C~~ommittees ~~as identified in FSH 1640 -A-1 of the university faculty~~ are policy actions that require approval by the Faculty Senate.

DB-3. *Ad hoc* committees to advise the president and university-level standing committees that are composed primarily of administrators (e.g., Publications Board) are appointed by the president.

D-4 ~~Other University-Level Standing Committees as identified in FSH 1640 -A-2 are appointed, charged, restructured, and discontinued, as specified in the description of each commi-~~ as specified in

the committee description.

DB-54. The Committee on Committees appoints, subject to confirmation by the Faculty Senate, members of ~~standing committees of the university faculty~~ FSH 1640 -A--1 ~~Senate c~~Committees, ~~other than those addressed in B-3.~~ The chair of Faculty Senate establishes special Faculty Senate committees and appoints their members.

~~DB-65. In selecting staff members to serve, the Committee on Committees receives names of those approved by the Staff Council~~ Staff and student members of FSH 1640 -A--1 committees are selected and recommended by their respective leaderships. ~~The Council forwards to the Committee on Committees~~ appoints the names of the recommended staff members, subject to confirmation by the Faculty to be appointed to ~~Senate~~ Committees, which recommendation shall be followed by the ~~Committee on Committees, which considers expressions of interest and qualifications of employees to serve on various committees.~~ Approved service by staff members on university committees is considered a valuable service to UI, within the scope and course of employment. Provided the staff employee can be released from regular duties, time spent in committee service is not charged against the employee's annual leave or compensatory time balances, and the employee is not expected to make up time away from normal duties for committee service. (In cases where staff employees are elected to serve, e.g., on Staff Council itself, it is expected that the employee will first secure the consent of ~~his or her~~their supervisor before becoming a candidate.)

DB-76. Ordinarily, no ~~faculty~~ FSH 1640 -A--1 committee will be chaired by an officer who is substantially responsible for implementing the policies or recommendations developed by the committee.

DB-87. Unless otherwise noted within the structure of a committee in FSH 1640 -A-1, chairs are selected by the Committee on Committees. The chairs of ~~faculty standing e~~these ~~Senate~~ Committees generally are rotated so that no committee comes to be identified with one person.

DB-98. The president of the university, or the president's designee, is a ~~member~~ member ex officio of all UI committees, regardless of how the committees may have been established or appointed. On committees under the jurisdiction ~~of the university faculty or~~ of the Faculty Senate, the president or the president's designee serves without vote.

DB-109. The chair of the Faculty Senate is a member ex officio without vote of all committees under the jurisdiction ~~of the university faculty or~~ of the Faculty Senate.

DB-110. Students are to be represented, if they so desire, on ~~FSH 1640 -A--1 faculty~~ committees that deal with matters affecting them. Except for student members of the Faculty Senate, the Committee on Committees receives names of those approved by the ASUI, GPSA and SBA to fill positions established for student members of ~~FSH 1640 -A--1 faculty~~ committees. ~~[See 1640.]~~ If, 21 days after the first day of classes of the fall semester, nominations have not been submitted to fill student positions, the committees on which the vacancies exist are authorized to disregard the vacant student positions in determining a quorum.

DB-121. The membership of individual members of ~~standing committees of the university faculty~~ FSH 1640 -A--1 ~~Senate~~ Committees may not be terminated involuntarily except for cause and with the concurrence of the Committee on Committees with the possibility of appeal by the ~~faculty~~ member to the Faculty Senate.

DB-132. University-level UI committees meet on the call of the chair. Committees under the jurisdiction of the Faculty Senate ~~university faculty or any of its constituencies~~ may be convened by at least 35 percent of the members of the committee with a three-day written notice to all members.

~~DB-143.~~ A quorum for any committee under the jurisdiction of the ~~university faculty Senate or any of its constituencies~~ consists of at least 50% of its voting members, unless otherwise stated in the committee structure.

~~DB-154.~~ Voting:

a.

Proxy votes are not permitted in committees under the jurisdiction ~~of the university faculty or~~ of the Faculty Senate.

- b. Email voting under some circumstances is allowable. However, it must be agreed to by all members at the meeting. There must be an explicit understanding that anyone can ask that voting be delayed until the next meeting as a group. Examples of allowable email voting include: committee is nearing the end of a meeting and discussion has been sufficient for the secretary/chair to draft a recommendation, confirming nominees/appointments, etc.

~~DB-165.~~ Unless otherwise provided, assignments to standing faculty committees begin on the official opening date of the academic year, ~~which ever is earlier.~~

~~DB-176.~~ Open cCommittee mMeetings.

a. Meetings of university-level committees, committees of the colleges, divisions, subdivisions, and other UI units, and *ad hoc* committees, however created, are open to the public with the exception of those meetings, or those parts of meetings, that deal with confidential employee or student matters; But [see DB-176-d].

b. Observers may speak only by invitation of the chair.

c. Observers may use their own ~~tape recorders or other~~ recording devices. Also, they will be provided a copy of any recordings made by the committee, if they request a copy through the appropriate regular channels and pay the full costs involved in producing~~making~~ the copy.

d. An exception to the exception stated in DB-176-a is permitted in hearings on appeals when the appellant demands in writing before the hearing board's first meeting that the hearing be open to the public; nevertheless, the chair of the hearing board has the authority~~power~~ to close the hearing to the public if, in the chair's opinion, the atmosphere becomes detrimental to the orderly conduct of the proceeding. Moreover, the chair has the authority~~power~~ to exclude prospective witnesses from the hearing until they have testified.

~~DB-187.~~ ~~University level Standing S~~standing ~~committees under the jurisdiction of the Faculty Senate~~ are to keep minutes and to distribute them as provided in EC-78.

~~B-18. Smoking is prohibited in official meetings and hearings of UI committees.~~

~~DB-199.~~ Rules of oOrder. [See FSH 1520 VI.]

EC. GUIDELINES FOR FSH 1640 -A-1 COMMITTEE CHAIRS. These guidelines were developed by the Committee on Committees as suggestions for the effective handling of committee business and clarification of certain minimal requirements of these committees. The Committee on Committees recognizessd that not all items will apply equally to all committees and that some items will not be appropriate to some committees.

~~EC-1.~~ At the beginning of each semester, contact committee members ~~about times they would be available to identify for a set meeting time when committee members are available through the semester (for committees that do not have set meeting times already established), so that the times that the committee members will be available to meet can be ascertained.~~

~~EC-2.~~ Hold an organizational meeting as early as possible in ~~the Fall semester-September~~ to discuss and review the charge of the committee (see FSH 1640), its procedures, and possible agenda items, and if desirable select a secretary.

~~EC-3.~~ To ensure that committee business is not delayed when the semester begins, committee chairs are encouraged to recommend and submit names of faculty, staff and students for any vacant position to the Faculty Secretary's Office for consideration and confirmation. All names that are recommended will be handled following the normal approval process.

~~EC-4.~~ Establish the best means of getting in touch with each student member.

~~EC-5.~~ Issue a standing invitation to members to submit appropriate agenda items. Call a meeting when enough agenda items have accumulated to warrant it or when a particular agenda item warrants immediate attention. Alternatively, contact committee members periodically to ask if there are ~~matters~~~~problems~~ that need to be considered.

~~EC-6.~~ Send an agenda ~~to -with the call of a meeting-~~ to all members at least one day (24 hours) in advance of the meeting, if possible.

~~EC-7.~~ ~~Review~~ad the minutes of each meeting carefully to make certain that the intent of the committee is accurately represented.

~~EC-8.~~ Send agenda and approved minutes of each meeting of the committee ~~to the Faculty Secretary's Office at faesec@uidaho.edu and send copies to members of the committee. Also, inform other officers who are directly concerned with the work of the committee. To assist with record keeping, number meetings of the committee consecutively; e.g., "minutes#1 mmddyy."~~ It's recommended that you forward the minutes to the next committee chair, after your term is completed.

Committees that address ~~matters with~~ confidential employee or student matters, shall keep such minutes confidential. All materials for these committees will be forwarded to the Office of the Faculty Secretary for filing and archiving. ~~Also, inform other officers who are directly concerned with the work of the committee. To assist with record keeping, number meetings of the committee consecutively; e.g., "minutes#1 mmddyy."~~

~~EC-9.~~ Hold hearings when substantive policy changes are proposed. When feasible, invite those who will be affected by the committee's action to present their views to the committee.

~~EC-10.~~ Inform those who are affected by the committee's actions of such actions.

~~EC-11.~~ Promptly submit reports of actions requiring approval by the Faculty Senate in care of the Office of the Faculty Secretary for placement on the Faculty Senate agenda. Be prepared to attend the Faculty Senate meeting to answer any questions that arise.

~~EC-12.~~ Inform the Office of the Faculty Secretary of any resignations from the committee and any excessive absences. Excessive absences will be referred to Committee on Committees to determine whether cause exists to replace the member.

~~EC-13.~~ Prepare a ~~succinct~~brief year-end report for submission to the Faculty Senate in care of the Office

of the Faculty Secretary for distribution as needed. The report must contain: number and approximate frequency of the committee meetings; committee goals; committee accomplishments. For committees that address confidential matters (see E-8), send the report to the Office of the Faculty Secretary for filing and archiving.

EC-14. Prepare a transition file for next year's chair highlighting past issues (year-end report could be used), issues that are in progress, or issues that still need to be addressed. Plan to attend one or two meetings of the new committee to ease transitioning.

EC-15. Call on the Office of the Faculty Secretary for information and assistance concerning points not fully covered in these guidelines.

Version History

Amended January 2018. Changes were made to empower staff and students with making final decisions on whom they appoint.

Amended July 2017. Editorial changes.

Amended January 2017. Minor edits to update processes, to enable committees to vote by email under specific conditions, and to ensure that committee business is not delayed due to staff and student groups who sometimes struggle in finding individuals early in the fall semester.

Amended July 2015. Edit to ensure any major changes go forward to the general faculty to ensure faculty governance.

Amended July 2014. Edits to conform to change in quorum requirements in University Judicial Council/Student Disciplinary Review Board which came about due to student code of conduct policy changes.

Amended January 2014. This edit brought 1620 B-10 into conformity with FSH 1640.93 C which states that "Five members, at least two of which must be students" constitutes a quorum for the University Judicial Council.

Amended July 2010. Faculty Council was changed to Faculty Senate and B-7 was revised to address chair appointments.

Amended July 2008. Minor changes were made to B-2, 13 and C-13.

Amended January 2007. This section was substantially revised to reflect current process.

Amended July 2000. Editorial changes.

Adopted: No adoption date is available for this policy.



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 1640 COMMITTEE DIRECTORY**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Francesca Sammarruca, Faculty Secretary

Policy sponsor, if different from originator:

Reviewed by General Counsel: __ Yes X No Name & Date:

Comprehensive review? _X_ Yes __ No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Committee directory sections renamed to clarify which committees are within the purview of Faculty Senate. Title of 1640.69 updated to University Promotion and Tenure Committee.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 1620.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

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CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

1640

COMMITTEE DIRECTORY

A. University-Level Standing Committees

A-1 Senate—Committees under the jurisdiction of the Faculty Senate

- .02 Academic Hearing Board
- .04 Academic Petitions Committee
- .06 Administrative Hearing Board
- .08 Admissions Committee
- .10 Americans with Disabilities Act Advisory Committee
- .18 Borah Foundation Committee
- .20 University Budget & Finance Committee
- .22 Campus Planning Advisory Committee
- .26 Commencement Committee
- .28 Committee on Committees
- .36 Dismissal Hearings Committee
- .40 Instructional Space Committee
- .41 Faculty and Staff Policy Group
- .42 Faculty Affairs Committee
- .43 Faculty Appeals Hearing Board
- .44 Faculty Senate
- .46 Arts Committee
- .53 Honors Program Committee
- .55 Information Technology Committee
- .58 Ubuntu
- .60 Library Affairs Committee
- .64 Officer Education Committee
- .66 Parking Committee
- .74 Sabbatical Leave Evaluation Committee
- .76 Safety and Loss-Control Committee
- .77 Scientific Misconduct Committee
- .80 Staff Council
- .81 Staff Compensation Committee
- .83 Student Conduct Board
- .84 Student Financial Aid Committee
- .86 Teacher Education Coordinating Committee
- .87 University Teaching Committee
- .88 University Advising Committee
- .89 University Committee for General Education
- .90 University Assessment & Accreditation Committee
- .91 University Curriculum Committee
- .92 University Development Council
- .95 University Security and Compliance Committee

A-2. Committees whose establishment, membership, function, structure, and discontinuance do not require approval by the Faculty Senate~~Other University-Level Standing Committees~~

- .12 Institutional Animal Care and Use Committee
- .14 Biosafety Committee, Institutional
- .34 Provost Council
- .48 Graduate Council
- .50 Grievance Committee for Staff Employees
- .51 Grievance Committee for Student Employees
- .54 Institutional Review Board
- .69 ~~Promotions Review Committee~~ University Promotion and Tenure Committee
- .70 Publications Board
- .71 Radiation Safety Committee
- .72 Research Council

ACADEMIC HEARING BOARD (AHB)

A. FUNCTION.

A-1. To act on requests for redress of academic grievances and to decide appeals from decisions made by college authorities.

a. Grievances may concern, but are not limited to, such matters as: (1) eligibility for advanced placement or credit by examination; (2) objectivity or fairness in making, administering, and evaluating class assignments; (3) maintenance of standards for conscientious performance of teaching duties; and (4) scheduling of classes, field trips, and examinations.

b. The AHB does not hear appeals concerning requirements or regulations of the College of Graduate Studies or the College of Law. Appeals from decisions of other college authorities are subject to the limitations specified in C-3.

A-2. To observe the effects of academic requirements, regulations, and policies, and to report its findings and recommendations to the Faculty Senate.

B. STRUCTURE. Five faculty members, at least one of whom holds an administrative position in a college. In selecting a chair, a tenured faculty member will receive priority.

C. PROCEDURES.

C-1. Generally the student who is dissatisfied with an institutional academic action should first request reconsideration by the appropriate academic authority. Normally, AHB should hear an appeal only after the student has exhausted the appellate procedures provided at the levels of the department and college. Nevertheless, AHB may grant a request for an earlier hearing if at least two of its members recommend an exception on the grounds that an immediate hearing is warranted.

C-2. When an appeal is to be heard, AHB summons the student concerned and a representative of the academic authority whose action is challenged. A UI student or employee who is summoned to a hearing has the same responsibility to respond as though directed by the president to do so.

C-3. AHB recommends reversal of a departmental or college decision as to the satisfaction or waiver of a requirement or regulation only when it finds that (a) regular procedures have not been followed, (b) the petitioner has been denied a fair hearing, or (c) the decision being appealed was discriminatory with respect to the petitioner.

C-4. Although AHB cannot change a grade or require that it be changed, it may order that the grade it considers appropriate also be recorded on the student's academic records. (NOTE: Procedures for changing grades are outlined in the catalog.)

C-5. It is within the purview of the AHB to hear an appeal of a grade imposed by an instructor as a result of academic misconduct, e.g., cheating or plagiarism. Such a grade constitutes an evaluation and is not to be construed as a penalty. Penalties for academic misconduct are considered to be disciplinary in nature and must be imposed through the student judicial system. Appeals from penalties imposed through the student judicial system are directed to the Faculty Senate. [see 2200, 2300 II, and 2400.]

C-6. AHB reports its decisions and recommendations to the student, instructor, departmental administrator, and dean concerned and to the registrar. The department, college, and registrar make such reports part of their permanent records for the student concerned.

C-7. AHB may devise additional procedures, consonant with the constitution of the university faculty [1520] and the "Statement of Student Rights" [2200], for the discharge of its functions.

C-8. Actions of the AHB may be appealed as stated in 2500.

1640.04
ACADEMIC PETITIONS COMMITTEE (APC)

A. FUNCTION.

A-1. To act on petitions for exceptions to the academic requirements and regulations printed in part 3 of the General Catalog and to the requirements of the SBOE core printed in part 2. APC is the body with original jurisdiction over such petitions.

A-2. To observe the effects of university-level academic requirements, regulations, and policies and to report its findings and recommendations to the Faculty Senate.

A-3. This committee traditionally meets on Thursdays at 2:30 p.m. and during the summer.

B. STRUCTURE. Five faculty members, at least one from the Counseling and Testing Center and include two assistant or associate deans, and (w/o vote) the registrar or that officer's designee. To assure a quorum alternates are appointed for the dean and faculty positions by the chair of the APC from a list of those who have previously served on the committee.

C. ASSUMPTIONS AND PROCEDURES.

C-1. APC must be careful not to establish the petition process as an alternative to being governed by the faculty's legislated academic requirements. There are not two sets of requirements--one for those petitioning and another for those following the catalog.

C-2. All academic work undertaken should be accurately reflected in the student's record. The faculty expects APC to ensure that the record is faithful to the actual experience (cosmetic adjustments or "corrections" are not sanctioned) and that the record is properly interpreted in relation to academic requirements.

C-3. The responsibility for complying with deadlines specified in the academic calendar belongs to the student.

C-4. The decisions of APC should be focused on the academic consideration involved that caused the student to petition, rather than on the consequences, either real or imagined, that may face the student.

C-5. Petitions are presented to APC by a representative of the student's college.

C-6. APC reports its decisions to the registrar and to the student via his or her dean.

C-7. Procedures for appeals from decisions of this committee are as provided in 2500.

1640.06
ADMINISTRATIVE HEARING BOARD (AdHB)

A. FUNCTION.

A-1. The AdHB, acting for the Faculty Senate, hears and decides:

a. Appeals by students and employees from administrative decisions in such matters as residence status for tuition purposes, granting of student financial aid, and assessment of fees or charges (except in connection with parking regulations, see 1640.66).

b. Disputes involving interpretation and application of policies concerning such matters as student records.

A-2. Disputes involving requests for accommodation for persons with disabilities will be handled under 3210.

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A-3. The AdHB is directed to observe the effects of university-level requirements, regulations, and policies and to report its findings and recommendations to the Faculty Senate.

A-4. AdHB is empowered to call students and employees to hearings and any such person called has the same responsibility to respond as though summoned by the president. Decisions of AdHB are subject to review by the president and regents, and may be appealed to them when they consent to hear such appeals.

A-5. This committee meets during the summer.

B. STRUCTURE. Four members of the faculty (including one from the College of Law), one staff member, one student and the following *ex officio* members, or their designees: Registrar and Manager of Student Accounts. In selecting a chair, a tenured faculty member will receive priority.

1640.08

ADMISSIONS COMMITTEE

A. FUNCTION. To act on applications for admission to UI in the cases of undergraduate applicants who do not meet minimum requirements for admission but who request a review. The Admissions Committee also evaluates and acts on applications of undergraduate students to special UI programs requiring minimum qualifications lower than those for regular admission to the University of Idaho. The Admissions Committee also hears appeals from disenrollment when that disenrollment is the result of the presentation of incomplete or false information on initial application as an undergraduate at UI. Decisions of this committee may be appealed as stated in 2500. (Similar applications for admission to the College of Graduate Studies are acted on by the Graduate Council, and its decisions may be appealed as stated in 2500; those for admission to the College of Law are acted on by that college's Committee on Admissions, and its decisions may be appealed, in order, to the full faculty of the college and, when they consent to hear the appeal, to the president of the university and the regents.)

A-1. This committee traditionally meets during the summer.

B. STRUCTURE. Five members of the faculty, director of counseling and testing center or designee, chair of Ubuntu or designee, a member of the American Language and Culture Program faculty, and the following without vote: director of admissions (or designee), a Student Support Services designee, a representative from the Office of Multicultural Affairs, a professional advisor, and up to two representatives from student support programs. To assure a quorum, alternates for the faculty positions are appointed by the chair of the Admissions Committee from a list of those who have previously served on the Committee.]

1640.10

AMERICANS WITH DISABILITIES ACT ADVISORY COMMITTEE

A. FUNCTION.

A-1. To advise the Director of The Office of Civil Rights and Investigations on all matters relating to disability, including universal access and design of university facilities, websites, and programming; accommodation of students, faculty and staff with disabilities; full compliance with the Americans With Disabilities Act as amended, Idaho Human Rights Act, Rehabilitation Act of 1974, and Fair Housing Act; and to discharge such other functions as may be assigned by the Faculty Senate or by the president or the president's designee.

A-2. To fulfill the major faculty responsibility for monitoring and advancing UI's commitment to ensuring that its facilities, programs, activities and services are accessible to all persons with learning, sensory, physical and other disabilities, and to serve the needs of these members of the university community. The committee works closely with administrative officers in identifying and ensuring compliance with applicable laws, regulations and best practices, as well as regents' policy.

A-3. To submit periodic reports on its activities to the Director of The Office of Civil Rights and Investigations,

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who will distribute them to the Faculty Senate along with recommendations for appropriate program or policy changes.

B. STRUCTURE AND MEMBERSHIP. Three (one from the library, one academic administrator, and the third should have experience and/or possess knowledge of persons with disabilities) all of whom are selected by the Committee on Committees, ITS Director (or designee), Facilities Director (or designee), Executive Director for Human Resources (or designee), Director of Center for Disability Access and Resources,, Director of Housing and Residence Life, Director of Counseling and Testing Center (or designee), Director of The Office of Civil Rights and Investigations, two staff members, two students (undergraduate and graduate), and the following without vote: Parking and Transportation Services, Center on Disabilities and Human Development, Public Safety & Security (or designee), and Office of General Counsel.

1640.12

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC)

(See also APM 45.01)

A. FUNCTION. To perform the functions of the IACUC as defined in APM 45.01.

B. STRUCTURE.

B-1. Members are appointed to three year terms by the Institutional Official (IO) who is the VP for Research and Economic Development. To provide the necessary expertise and continuity members may serve successive terms with reappointment by the IO.

B-2. The committee is composed of not less than five voting members including a chairperson, the Attending Veterinarian (ex-officio appointment a practicing scientist experienced in animal research, a non-scientist, and an individual not affiliated with the University. No more than three voting members may be from the same administrative unit.

B-3. Alternates that meet the criteria for each of the specified positions may be appointed by the IO.

B-4. The Office of Research Assurances Director serves as a non-voting, ex-officio member.

B-5. The IO may remove and replace a committee member at any time when the IO has determined that the member is unwilling or unable to perform committee member functions.

1640.14

INSTITUTIONAL BIOSAFETY COMMITTEE (IBC)

A. FUNCTION. On behalf of the University, the Institutional Biosafety Committee (IBC) is responsible for:

A-1. Reviewing and approving the use of potentially biohazardous material, select agents and toxins, and recombinant DNA in research or teaching activities conducted at or sponsored by the institution for 1) compliance with government agency requirements, including NIH Guidelines for Research Involving Recombinant or Synthetic Nucleic Acid Molecules (NIH Guidelines) and regulations promulgated by the CDC and USDA related to select agents and toxins; and 2) alignment with best practices as provided in Biosafety in Microbiological and Biomedical Laboratories (BMBL) and other appropriate best practices. This review shall include: 1) independent assessment of the containment levels appropriate for the proposed research, and 2) assessment of the facilities, procedures, practices, and training and expertise of personnel involved in work with these materials. Consultants may be utilized to assist the IBC. See NIH Guidelines section IV-B-2-b-1 and APM 35.11. Biohazard Safety

A-2. Notifying the Principal Investigator of the results of the IBC's review and approval. See NIH Guidelines section IV-B-2-b-2.

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A-3. Lowering containment levels for certain experiments as specified in NIH Guidelines section III-D-2-a, Experiments in which DNA from Risk Group 2, Risk Group 3, Risk Group 4, or Restricted Agents is Cloned into Nonpathogenic Prokaryotic or Lower Eukaryotic Host-Vector systems. See NIH Guidelines section IV-B-2-b-3.

A-4. Setting containment levels as specified in NIH Guidelines sections III-D-4-b, Experiments Involving Whole Animals, and III-D-5, Experiments Involving Whole Plants. See NIH Guidelines section IV-B-2-b-4.

A-5. Periodically reviewing recombinant DNA research and potentially infectious material research conducted at the institution to ensure compliance with NIH Guidelines and BMBL best practices. Reviews occur every three years, or more often as deemed necessary by the IBC. See NIH Guidelines section IV-B-2-b-5.

A-6. Adopting emergency plans covering accidental spills and personnel contamination resulting from potentially infectious material and recombinant DNA research. See NIH Guidelines section IV-B-2-b-6.

A-7. Serving as an advisory body to the Vice President for Research and Economic Development for biohazardous research activities.

B. STRUCTURE. The IBC is a faculty-chaired committee. In accordance with NIH Guidelines, the IBC must comprise no fewer than five members selected so that they collectively have experience and expertise in recombinant DNA technology, the capability to assess the safety of recombinant DNA research, and the capability to identify any potential risk to public health or the environment. Members are nominated by the Vice President for Research and Economic Development.

Two members of the committee serve as standing members of the committee as part of their job role: 1) Biosafety Officer and 2) Attending Veterinarian. At least two members shall not be affiliated with the University (apart from their membership on the IBC) and shall represent the interest of the surrounding community with respect to health and protection of the environment. The IBC shall include at least one individual with expertise in plant, plant pathogen, or plant pest containment principles when experiments utilizing the appendix associated with plant research in the NIH Guidelines require prior approval by the IBC. The IBC shall include at least one scientist with expertise in animal containment principles when experiments utilizing the appendix associated with animal research in the NIH Guidelines require IBC prior approval. When the institution conducts recombinant DNA research at BL3 or Large Scale (greater than 10 liters), a Biosafety Officer is mandatory and shall be a member of the IBC.

In order to ensure the competence necessary to review and approve research protocols, every effort is made to ensure that the committee also includes members with expertise in infectious materials, biological safety, physical containment, institutional commitments and policies, applicable law, standards of professional conduct and practice, and a member of the laboratory technical staff.

When changes in NIH guidelines require change in committee structure, such changes will become effective at the time required by federal law. See NIH Section IV-B-2-a. To provide the necessary expertise and continuity of operation, members may serve consecutive three-year terms. The Responsible Official (RO) who is the Vice President for Research and Economic Development may remove and replace a committee member at any time when the RO has determined that the member is unwilling or unable to perform committee member functions.

Reference: NIH Guidelines for Research Involving Recombinant or Synthetic Nucleic Acid Molecules (NIH Guidelines) April 2019

1640.18

BORAH FOUNDATION COMMITTEE

A. FUNCTION. To outline and execute a continuing program to achieve the objectives of the foundation established at UI in memory of United States Senator William E. Borah. In accordance with those objectives, the Borah Foundation Committee will sponsor programs and projects focusing on understanding the causes of war and the

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conditions that contribute to peace.

B. STRUCTURE. Six faculty members, two staff, four students, and (without vote) the associate director of the Martin Institute for Peace Studies and Conflict Resolution. This committee requires a heavy time commitment; as such, elected members will serve two year terms. The Borah Foundation Committee meets weekly and elects its own chair. The Borah Foundation Committee members serve from April 1st of the year of appointment.

1640.20

UNIVERSITY BUDGET AND FINANCE COMMITTEE

A. FUNCTION. The function of the University Budget and Finance Committee is

A-1. To advise the president, provost and the vice president for finance on matters pertaining to operating and capital budgets. The Committee will periodically review policy matters regarding the use of state appropriated funds, university expenditures (e.g., salaries, benefits, operating costs, capital outlays, etc.), operating and strategic reserves, long and short term capital plans, and deferred maintenance plans.

A-2. To be involved strategically in the university budget process. The Committee may help define the budget process and goals, and participate in university budget hearings and meetings.

A-3. To initiate and/or respond to the study of budget and financial policies and issues.

A-4. To provide periodic reports to Faculty Senate and Staff Council on matters pertaining to university finances and budgets.

B. AGENDA. The agenda of each meeting will be set by the Chair of the committee in collaboration with the vice president for finance and/or the provost. The vice president for finance is the point of contact for the committee and is responsible for notifying the committee of relevant meetings dealing with university finances and budgets. The Senator on the Budget and Finance Committee is responsible for reporting activities of the committee to the Senate.

C. STRUCTURE AND MEMBERSHIP. The committee is composed of 19 voting members, plus 3 nonvoting members. The voting members will consist of ten faculty selected by Committee on Committees (preferably, one faculty member from each academic college and one representative from faculty-at-large), and one Senator elected from the Faculty Senate; five staff, (one from each vice presidential area nominated by Staff Council); and three students (selected by the Committee on Committees from nominations provided by the Associated Students of the University of Idaho, Graduate & Professional Student Association and the Student Bar Association). Ex Officio (w/o vote) members include: Provost and Executive Vice President, Vice President for Finance, and Budget Office representative.

The committee's chair will be selected by the Committee on Committees from one of the faculty members. ,

1640.22

CAMPUS PLANNING ADVISORY COMMITTEE

A. FUNCTION.

A-1. To advise the Faculty Senate, Space Advisory Council, and the president concerning campus planning, including such areas as the following:

- a.** To recommend projects that affect the campus environment and to review such projects that originate outside of the committee.
- b.** To encourage optimal use of UI's human and physical resources in the planning of campus development.
- c.** To consider faculty and staff views concerning interrelationships between academic and support programs

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and their environment.

d. To be concerned with both short-term and long-term projects and with their immediate and future implications.

e. To be concerned with the coordination of campus and community planning: keeping informed on development planning in the community, taking such planning into consideration in campus planning, and informing community planners of projected campus developments.

A-2. To present annually to the Faculty Senate and the president a report on the campus plan. Because of the responsibility of the vice president for finance and administration for overseeing facility planning and maintenance [see 1420 B-1], this committee regularly reports to the president through that vice president.

B. STRUCTURE. Six faculty members, two of whom are elected by Faculty Senate. The committee's chair will be selected from one of these six. The other members of the committee will include one student elected by ASUI, be the Vice President for Finance and Administration (or designee), the Assistant Vice President for Facilities, the CIO of Information Technology, one staff member, and the Coordinator for Student Disability Services (or designee).

1640.26

COMMENCEMENT COMMITTEE

A. FUNCTION.

A-1. To recommend policies applicable to the annual commencement exercises, to provide the president with a list of recommended speakers for the general ceremony, to consider and communicate the concerns of faculty members and colleges with regard to the entire commencement proceedings, and to provide advice to the registrar or president on any other business that pertains to the academic aspects of commencement. [See also 4980.]

A-2. To screen nominations for honorary degrees. [See Section 4930.]

A-3. To act for the faculty in recommending candidates for honorary degrees to the president. [See Section 4910.]

A-4. To review the guidelines and procedures concerning the awarding of honorary degrees and to recommend changes to the Faculty Senate.

B. STRUCTURE. Five faculty members (one of whom serves as chair), one honors student (nominated by ASUI in consultation with the director of the University Honors Program), and the registrar. The chair of this committee also serves as an ex-officio member of the administrative committee charged with production of the commencement activities.

1640.28

COMMITTEE ON COMMITTEES

A. FUNCTION.

A-1. To appoint members to and fill vacancies on all university-level faculty standing committees, subject to confirmation by the Faculty Senate. To ensure full membership when committees begin meeting each fall, authority is given to the Faculty Secretary, Faculty Senate Chair and Vice Chair (aka Committee on Committees Chair) to fill vacancies as they arise over the summer and early fall semester, subject to confirmation by the Committee on Committees and Faculty Senate.

A-2. To conduct a continuing study of UI's committee structure and of the function and structure of individual standing committees, and to make recommendations to the Faculty Senate.

A-3. The Faculty Secretary is a resource for this committee and oversees the process for solicitation of faculty members to serve on university-wide standing committees and maintains committee membership lists.

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B. STRUCTURE. Six faculty members, vice chair of the Faculty Senate (chair), Faculty Secretary (w/o vote) a representative of staff council, and ASUI president, or designee.

1640.34 PROVOST COUNCIL

A. FUNCTION. [See also 1420 D.] To advise the provost and provide a communication forum for the following purposes:

- A-1. Implementing academic policies and procedures.
- A-2. Operating faculty personnel policies.
- A-3. Evaluating the effectiveness of academic-management procedures.
- A-4. Developing academic budgetary priorities.
- A-5. Implementing academic budgetary procedures.

B. STRUCTURE. Provost (chair), vice provosts for academic affairs and student affairs, vice president for research and economic development, dean of graduate studies, WWAMI director, library dean, center leadership and academic deans.

1640.36 DISMISSAL HEARINGS COMMITTEES

A. FUNCTION. This committee will conduct a hearing at the request of a faculty member who has been terminated to determine whether their termination was properly based on the grounds stated (see FSH 3910 D-3 and 3920 D.)

B. STRUCTURE AND MEMBERSHIP: The DHC is composed of four faculty members and one administrator at the departmental level or above, six faculty members and three administrators as alternates. Committee members, including alternates, are chosen on the basis of their objectivity and competence and the high regard in which they are held in the UI community. In appointing members the Committee on Committees should attempt to reflect the diversity of the UI faculty. Due to the possibility a case may be appealed to the Faculty Appeals Hearing Board care should be taken in appointing members to both Faculty Appeals Hearing Board and Dismissal Hearings Committee. The term of membership is three years.

C. SELECTION: The faculty member requesting a hearing has the right to substitute up to two members appointed with two others from the alternate list. The provost also has the right to substitute two members appointed with two others from the alternate list. If as a result of substitutions and conflicts of interest there are an insufficient number of faculty members or administrators on the alternate list, the Committee on Committees will be asked to appoint more members to the alternate list as needed. Once the panel for an individual hearing has been determined, it will meet at the direction of the chair of the Dismissal Hearings Committee and elect its own panel chair. In selecting a chair, a tenured faculty member will receive priority.

C-1. Panel Chair's Role: Once a panel chair has been selected, he/she will request a meeting with the Faculty Secretary at their earliest opportunity to discuss and review process. The panel chair may request assistance from the Faculty Secretary, Ombuds or General Counsel's office throughout the hearing.

C-2. Observers: Both parties may have an advisor or counsel at the hearing.

1640.40
INSTRUCTIONAL SPACE COMMITTEE
[. See also *APM 40.10*]

A. FUNCTION.

- A-1:** To develop and oversee a systematic approach for evaluating, building, and maintaining modern learning spaces on an ongoing basis.
- A-2:** To monitor and report on classroom and class lab utilization, offering recommendations to the Space Advisory Council regarding any conversion from centrally scheduled learning spaces to departmentally scheduled, or vice versa.
- A-3:** To develop classroom and teaching lab renovation priorities; also develop design and technical standards in support of continuous learning space improvements and implementation of curriculum.
- A-4:** To evaluate and recommend changes current scheduling policy to ensure flexibility in meeting the needs of modern active learning spaces.
- A-5:** To make recommendations on prioritization of budgeted expenditures for any general or departmental classroom construction, renovation, major maintenance and/or equipment upgrade project.

B. STRUCTURE. The Registrar, or designee, shall serve as Chair and one additional member from the Registrar's Office; two members from facilities selected by the assistant vice president of facilities; three faculty members; two ASUI representatives; one member selected by the senior executive director from each of the following areas: Information Technology, Center for Excellence in Teaching and Learning (CETL), Purchasing; and the Director of General Education, ex officio without vote.

C. CONTEXT: A systematic approach for evaluating the creation and/or maintenance of classroom environments that are acceptable, sustainable and which effectively facilitate the teaching and learning processes is essential. Numerous discussions with faculty, administration, and staff point to the lack of coordination among the many people who are involved with classrooms. This has contributed to classroom environments which no longer effectively facilitate the teaching and learning process. A coordinated strategic approach moving forward will ensure that classroom environments effectively support the instructional mission of the University and that policy and procedures are in place to facilitate equitable scheduling practices with good classroom utilization rates.

FSH 1640.41
FACULTY AND STAFF POLICY GROUP (FSPG)

A. FUNCTION.

- A-1.** To review non-academic policies and procedures (other than minor amendments, see FSH 1460 B-2) that affect both faculty and staff and that reside in the *Faculty-Staff Handbook* and/or *Administrative Procedures Manual*.
- A-2.** To ensure that both Faculty Affairs and Staff Council are informed, the chair of FSPG will communicate regularly with the chairs of Faculty Affairs and Staff Leadership.
- A-3.** To address and possibly resolve any perceived problems before forwarding proposed policies and procedures to Faculty Senate, the committee is encouraged to seek assistance from, or request meetings with the policy sponsor (see FSH 1460 B-6), general counsel, or others as necessary.

B. STRUCTURE. Three faculty, three staff, and the following as ex officio: Faculty Secretary, and the official responsible for coordinating policy, or designee. A broad representation of faculty and staff across the university is expected and who are seen as leaders among their peers. A current member of Faculty Affairs and Staff Council is

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desirable, if possible. The chair of this committee will be elected by the committee. An ex officio member may be elected as chair of the committee .

1640.42

FACULTY AFFAIRS COMMITTEE (FAC)

A. FUNCTION.

A-1. To conduct a continuing study of salaries, professional problems, welfare, retirement options and benefits (including 403b plans), and working conditions of faculty members.

A-2. To call the attention of the Faculty Senate or the president, as appropriate, to matters concerning faculty affairs in any college or other unit that the committee believes should be of concern.

A-3. To serve as a point of first contact involving questions of interpretation and application of policies affecting the welfare of faculty members such as promotion and tenure.

B. STRUCTURE. Nine faculty members, not more than two of whom are departmental administrators (administrators above the departmental level are not eligible for membership on this committee). The Vice Provost for Faculty and the Faculty Secretary serve as ex officio members without vote.

1640.43

FACULTY APPEALS HEARING BOARD

A. FUNCTION. This board will conduct a hearing at the request of a faculty member who wishes to appeal an institutional decision under FSH 3840 A. In each case referred to it, the board will review all documentary evidence submitted by the parties prior to the hearing and all evidence submitted by the parties at the hearing. The board may require the parties to submit evidence deemed relevant by the board. The board will make recommendations to the president (see FSH 3840 for further details).

B. STRUCTURE AND MEMBERSHIP: Five faculty members, one of whom is a departmental administrator, are principal members. In addition, five other faculty members, two other departmental administrators, and three off-campus faculty members are appointed as alternate members of the board. In appointing members, including alternates, the Committee on Committees must ensure that the majority of the members are tenured and each of them have been employed at the UI for longer than two years. Since a case for dismissal is appealable to the Faculty Appeals Hearing Board, care should be taken in appointing members to both Faculty Appeals Hearing Board and Dismissal Hearings Committee. The term of membership is three years, with initial terms staggered to form a rotation pattern. The off-campus alternates will serve, in place of principal faculty members chosen by lot, when an appeal by an off-campus faculty member is to be heard. The other alternate members will serve, as appropriate, when a principal member is deemed to have a conflict of interest. Once the panel for an individual hearing has been determined, it will meet at the direction of the chair of the Faculty Appeals Hearing Board and elect its own panel chair. In selecting a chair, a tenured faculty member will receive priority.

B-1. Panel Chair's Role: Once a panel chair has been selected, he/she will request a meeting with the Faculty Secretary at their earliest opportunity to discuss and review process. The panel chair may request assistance from the Faculty Secretary, Ombuds, or General Counsel's office throughout the hearing.

B-2. Observers: Both parties may have an advisor or counsel at the hearing.

C. SPECIAL CONSIDERATION: Faculty members serving on the Faculty Appeals Hearing Board (FAHB) should take careful note of the following additional considerations and conditions for service: 1) appeals usually occur following tenure, promotion, and salary decisions in the middle of the Spring semester, 2) appeal hearings usually require a 2-4 hour time block which will require meeting on a weekday evening or Saturday to accommodate the schedules of all of the parties involved in a hearing, and 3) the term of office of a member of the FAHB ends when the last active case final report is

submitted. Faculty members not willing to abide by these conditions should not apply for service on the Faculty Appeals Hearing Board.

1640.44

FACULTY SENATE

[See 1520 V and 1580 for the function and structure of this senate.]

1640.46

ARTS COMMITTEE

A. FUNCTION:

A-1. To advise the University administration regarding the management of the University arts, including but not limited to acquisition, deaccession, maintenance, and display of works of visual and performing art at the University of Idaho.

A-2. To serve in an advisory capacity for future needs and developments regarding the arts, including but not limited to expenditures, inclusion of the arts in new construction, fundraising, and the direction of the arts on campus.

A-3. To serve as a liaison on arts issues between colleges, departments, faculty, staff, student body, local community and the University administration.

A-4. To advocate for the arts through endeavors that advance arts education on campus, and through community outreach and enrichment, to increase the University of Idaho's reputation as a leading cultural center in the Northwest.

A-5. To oversee the Student Arts Fee Grant program, including but not limited to soliciting and reviewing proposals and working with the Office of the Provost to ensure timely distribution of funds to successful applicants.

B. STRUCTURE AND MEMBERSHIP. The committee is composed of eight voting members consisting of five faculty members representing at least four units, one staff member, two students (including a representative from the ASUI Fine Arts Committee when possible), and seven ex-officio (non-voting) members to include two administrators designated by the president (representing separate colleges or schools), a University administrator in the arts, a representative from the UI Foundation, a representative from Facilities Management, a representative from Special Collections of the UI Library, and the City of Moscow Arts Program manager or designee.

1640.48

GRADUATE COUNCIL

[See 1700 V for the function and structure of this council.]

1640.50

GRIEVANCE COMMITTEE FOR STAFF EMPLOYEES

[See 3860 for the function and structure of this committee.]

1640.51
GRIEVANCE COMMITTEE FOR STUDENT EMPLOYEES
[See 3880 for the function and structure of this committee.]

1640.53
HONORS PROGRAM COMMITTEE

A. FUNCTION.

- A-1.** To recommend policies for the University Honors Program, including admission requirements.
- A-2.** To act on changes in the program.
- A-3.** To act on petitions for exceptions to the requirements of the program. (The committee's actions on petitions may be appealed as stated in 2500.)

B. STRUCTURE. Six faculty members to represent a broad spectrum of the UI community, an academic dean from one of the six colleges representing the honors curriculum (college representation to rotate on an annual basis), President of the Honors Student Advisory Board or designee, and (w/o vote) director of the University Honors Program (UHP), program advisor of the UHP (staff). The latter serves as secretary. One of the six appointed faculty members serves as chair. ,

1640.54
INSTITUTIONAL REVIEW BOARD

A. FUNCTION. The federal government requires the University of Idaho (University) to designate an Institutional Review Board (IRB) to ensure that human subject research conducted under the auspices of the University meets federal requirements. Under the approved federal-wide assurance for the University, the IRB shall apply the regulations set forth by United States Department of Health and Human Services (HHS) at [45 CFR 46](#) to all federally funded human subject research, and shall be guided by the ethical principles set forth in *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research of the National Commission for the Protection of Human Subjects*. All non-federally funded or unfunded human subject research shall comply with these regulations unless otherwise specified by University policy. The IRB shall also apply the human subject research regulations established by the Food and Drug Administration for clinical investigations involving drugs, biologics, medical devices, and other test articles. ([21 CFR 50](#); [56](#); [312](#), and [812](#)). The IRB shall not approve FDA-regulated human subject research without prior approval for such research from the Office of Research and Economic Development. The IRB shall act in conformance with other federal laws and regulations germane to human subject research and with applicable state and local law. [See FSH 5200]

- A-1.** Human subject research that has been approved by the IRB may be subject to further review and approval by University officials. However, a University official may not approve such research, or that portion of a research project that constitutes human subject research, if it has not been approved by the IRB.
- A-2.** The committee serves as an advisory body to the Vice President for Research and Economic Development for matters related to human subject research.

B. STRUCTURE AND MEMBERSHIP.

- B-1.** The IRB is composed of at least five (5) members with varying backgrounds to promote complete and adequate review of research activities commonly conducted at the University. The IRB is chaired by a faculty member.

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B-2. The Director of Research Assurances serves as an *ex officio* non-voting member to assist in representing institutional commitments and regulations.

B-3. The IRB shall include at least one member whose primary concerns are in scientific areas and one member whose primary concerns are in nonscientific areas.

B-4. The IRB shall include one member who is not otherwise affiliated with the institution and who is not part of the immediate family of a person affiliated with the institution.

B-5. At its discretion, the IRB may invite individuals with competence in special areas to assist in the review of issues that require expertise beyond or in addition to that available on the IRB. These individuals may not vote with the IRB.

B-6. The Vice President for Research and Economic Development may remove and replace a committee member at any time the member is unwilling or unable to carry out committee functions.

B-7. Alternates. The IRB Chair, or designee, may select an alternate member to substitute for, with vote, an absent voting member at a convened meeting. The alternate member shall have similar expertise as the absent voting member for whom they are serving as a replacement.

B-8. The Vice President for Research and Economic Development appoints all members of the IRB, including the alternates.

1640.55

INFORMATION TECHNOLOGY COMMITTEE

A. FUNCTION. To advise and recommend university policies regarding the planning, implementation, and maintenance of information technology in the areas of teaching, research, outreach, and management.

A-1. To make recommendations to the Faculty Senate, the president, the provost, and other appropriate administrators concerning policies and procedures affecting university-wide information technology.

A-2. To solicit recommendations from the faculty, staff, students, and administration concerning present and proposed policies and procedures related to university-wide information technology.

A-3. To review, in an advisory capacity, short-term and long-term plans related to university-wide technology.

A-4. This committee traditionally meets on Mondays at 3:30 p.m.

B. STRUCTURE AND MEMBERSHIP. Six faculty members broadly representative of disciplines in the university including one from the library, the Vice-President for Research, or designee (w/o vote), the Vice President for Finance and Administration, or designee (w/o vote), the Vice Provost for Digital Learning Initiatives or designee (w/o vote), the Vice President for Information Technology or designee (w/o vote), the Registrar, or designee (w/o vote), the Director of the Center for Teaching Innovation, or designee, a representative of the off-campus faculty, the student chair of the Student Computing Advisory Committee, or designee. The voting members of the committee (including the committee chair but excluding the student member) are selected by the Committee on Committees, giving special attention to appointing faculty members who are active in and have a great interest in the general area of information technology and its application to teaching, research, outreach, and management.

1640.58

UBUNTU

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A. CONTEXT. Ubuntu, as explained by Desmond Tutu, is essential to the interconnectedness of being human and living in interdependent communities. Ubuntu is affirming and inclusive of others because we all belong to a larger whole which is diminished when any members are humiliated, disrespected or oppressed. People with Ubuntu enrich themselves but do so in ways that enable the community and all its members to also improve. In this spirit the Ubuntu committee is established to advance these ideals.

B. FUNCTION.

B-1. Ubuntu will promote the values of respect, understanding, and fairness within our diverse university experience; review university policies and programs affecting under-represented and/or under-served students, staff, and faculty in consultation with appropriate representatives as necessary across campus; recommend changes and additions in university policies and programs that enhance student/staff/faculty success and advancement. [See also 4340.]

B-2. Ubuntu will monitor and advance the university's affirmative action and equal opportunity programs [see FSH [3060](#)] being a strong and active voice ensuring that the university's programs, activities and services are accessible to persons with learning, sensory, physical and other disabilities. The committee will also work closely with the Americans with Disabilities Act Advisory Committee (ADA) to identify relevant rules and regulations pertaining to specific affirmative action and equal opportunity problems at the university. Ubuntu also recommends policies and procedures to address specific disabled access challenges at the university, consistent with requirements of applicable regulations and regents' policy ensuring that the 'spirit of the law' is followed.

B-3. This committee will advise the president on matters of equal opportunity, ensuring that UI's programs, activities and services are available to persons with learning, sensory, physical and other disabilities, and identify avenues for ensuring the campus community creates a fair and inclusive environment for all.

B-4. This committee will also discharge such other functions as may be assigned by the Faculty Senate or by the president or the president's designee. It will also submit periodic reports on its activities to the Faculty Senate including recommendations for appropriate program or policy changes (see FSH *1460*).

C. STRUCTURE. Four faculty, one of whom serves as chair; two staff members (one from Staff Council); two students (one undergraduate (ASUI) and one graduate (GPSA or SBA), one of whom belongs to an under-represented and/or under-served student population and the following *ex officio* members without vote or their designees: the ASUI Director of Diversity Affairs, Coordinator of Student Support Services, the Director of Multicultural Affairs, the Director of the Women's Center, a representative from Human Resources, the Director of Civil Rights and Investigations, the Director of Diversity and Community, the Coordinator for Disability Support Services, the Director of International Programs, the LGBTQA Coordinator, and the Director of the Native American Student Center or the Native American Tribal Liaison.

1640.60

LIBRARY AFFAIRS COMMITTEE

A. FUNCTION. To recommend policies and procedures concerning the needs, functions, and objectives of the University Library. [See also 6920.]

B. STRUCTURE. One faculty member plus one faculty member each from humanities, sciences, and social sciences; one faculty from the library; one undergraduate student; one graduate student; and (w/o vote) dean of library services.

1640.64

OFFICER EDUCATION COMMITTEE

A. FUNCTION. [See also 1565 G.]

A-1. To be concerned with the academic integrity of the Officer Education Program (OEP).

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A-2. To advise the president, the faculty, and the Departments of Aerospace Studies (WSU), Military Science, and Naval Science on academic matters concerning OEP.

A-3. To review and recommend to the University Curriculum Committee courses to be offered by the above-named departments.

A-4. To carefully review and evaluate the academic credentials of proposed OEP instructional appointments and to report these evaluations and recommendations to the vice provost of academic affairs.

A-5. To assist the OEP to integrate effectively within the UI community.

B. STRUCTURE. Heads of the Departments of Aerospace Studies (WSU), Military Science, and Naval Science, three other members of the faculty, (one of whom serves as chair), the Vice Provost for Academic Affairs, or designee (ex officio), and two students (one ROTC and one non-ROTC).

1640.66

PARKING COMMITTEE

A. FUNCTION. To hear and decide appeals concerning matters involving parking and to review and advise the university administration on campus parking conditions, policy, **and** regulations. Decisions of this committee regarding parking violations may be appealed to the assistant vice president for facilities.

B. STRUCTURE. Three members of the faculty, three members of the staff, two students, and (w/o vote) the parking coordinator.

1640.69

PROMOTIONS REVIEW COMMITTEE/UNIVERSITY PROMOTION AND TENURE COMMITTEE

[See ~~3560-H-2~~FSH 3500 for the function and structure of this faculty committee.]

1640.70

PUBLICATIONS BOARD

A. FUNCTION. To advise the UI administration on major publications, such as catalogs, viewbooks, magazine, faculty-staff newsletter, and annual reports; to consider communication options; and to recommend the most effective ways to reach targeted audiences. Specific responsibilities include:

A-1. Reviewing UI publications intended for general audiences, including public, civic, and governmental leaders and alumni, and, from time to time, recruiting and other outreach materials. These are evaluated as to purpose, content, type of message, and effectiveness.

A-2. Reviewing trends and proposing priorities, content, and means of reaching new audiences.

A-3. Reviewing policy related to use of UI's corporate identity symbols and recommending policy changes.

B. STRUCTURE. Director of university communications (chair), vice provost for academic affairs, executive director of UI Foundation, director of alumni relations, director of New-Student Services, publication creative director, publications editor, and secretary of the faculty.

1640.71

RADIATION SAFETY COMMITTEE

A. FUNCTION. To be responsible to the vice president for finance and administration for all aspects of UI's radiation-safety program and consult with individual investigators concerning radiation safety procedures. The Radiation Safety Committee is responsible for all matters pertaining to the formation, administration and operation of a comprehensive

radiation safety program. The Radiation Safety Committee reviews new applications and renewal applications to use radioactive materials, conducts audits and reviews of the radiation safety program, determines appropriate levels of radiation safety training and testing, maintains records of committee proceedings and actions, develops radiation safety manuals and safety practices, and ensures compliance with all applicable rules and regulations.

B. STRUCTURE. Radiation safety officer, director of Environmental Health and Safety or a representative of Division of Infrastructure, and an academic dean or department head and up to eight technical members. The academic administrator and the technical members are selected from the various areas of teaching and research where radioactive materials are used. These include, but are not limited to, agricultural sciences, forestry, life sciences, mining and metallurgical sciences, engineering, and physical sciences. A technical member must meet the requirements of an authorized user. To provide the necessary expertise and continuity of operation, technical members may serve two or more consecutive terms, but the membership may not include more than two technical members who have served continuously for more than two three-year terms. The chair and vice chair are elected each spring by the current members of the committee to serve for the next membership year. The term of the chair is one year but may serve two consecutive terms. A quorum shall consist of the chair, radiation safety officer, director of Environmental Health and Safety or a representative of Division of Infrastructure, and a minimum of four of the eight technical members. All requests for committee action are submitted to the radiation safety officer. When a sufficient number of items have been received, the radiation safety officer, with approval from the chair, will arrange a meeting of the Radiation Safety Committee. The Radiation Safety Committee shall meet as often as necessary but not less than quarterly.

1640.72 RESEARCH COUNCIL

A. FUNCTION. The Research Council is the faculty's standing committee that oversees the implementation of discovery, creativity, and research policies [see 5100 and 5200] and resolves disagreements about the interpretation or implementation of those policies.

B. STRUCTURE. One faculty member from each of the colleges, four members appointed by the president to ensure adequate representation from faculty constituencies that are most active in discovery, creativity, and research policies while ensuring that faculty engaged in multidisciplinary activities are represented, and (w/o vote) vice president for research and economic development and dean of library services (or the latter's designee). The representatives from the colleges are designated in accordance with procedures determined by their respective faculties. The vice president for research and economic development serves as chair of the Research Council.

1640.74 SABBATICAL LEAVE EVALUATION COMMITTEE

A. FUNCTION. To review applications for sabbatical leave, to make recommendations to the Faculty Senate for approval and referral to the president, to review the reports of those returning from sabbatical leave, and to evaluate annually the results of the program. [See also 3720.]

B. STRUCTURE. Five faculty members (with at least one representative each from the humanities, natural sciences, and social sciences) and vice provost of academic affairs, or designee (w/o vote).

1640.76 SAFETY AND LOSS-CONTROL COMMITTEE

A. FUNCTION. The responsibilities and purposes of the committee are as follows: **a.** to promote policies and programs that will provide a safe and healthy working and living environment for university students, employees, and members of the public, and that will protect public property from injury or damage; **b.** to promote the principles and associated benefits of an effective Safety and Loss-Control Policy; **c.** to endorse and systematically promote university employee safety training; **d.** to encourage the campus community to identify, correct, and report potential hazards and/or unsafe work practices; **e.** to monitor and review University of Idaho accident and loss summarized reports and statistics; and; **f.** to report annually to Faculty Senate and the President's Executive Council on campus-wide safety initiatives and program development.

B. STRUCTURE. The committee is composed of 21 voting members and 3 ex-officio (non-voting) members, as follows: One faculty member from each college; a member from Information Technology Services, University

Support Services, University Library, Office of Research and Economic Development; Director of University Residences or designee; Director of Student Health Services or designee; Assistant VP of Facilities, or designee; senior Human Resources executive, or designee; a Staff Council representative; one undergraduate student; one graduate student, and the Risk Manager, or designee; the three ex-officio non-voting members include the Commander, Moscow Police Department, campus subdivision; Occupational Safety Specialist; the Director, Environmental Health & Safety.

The Safety and Loss-Control Committee is governed by a chair and vice-chair, with the vice-chair assuming responsibilities of the chair after one-year rotation. The committee elects its own chair and vice-chair from among the voting members. Committee members representing colleges are appointed by the university's Committee on Committees and serve a three-year period. The faculty representatives are *ex officio* members of their college unit safety committees. Student members of the committee will serve terms as recommended by the ASUI and GPSA.

1640.77

SCIENTIFIC MISCONDUCT COMMITTEE

A. FUNCTION. An inquiry board (FSH 3230 E-3) formed from the members of this committee is charged with making a preliminary evaluation of the evidence and testimony of the respondent, complainant, and key witnesses to determine whether there is sufficient evidence of possible scientific misconduct to warrant an investigation. The purpose is not to determine whether scientific misconduct definitely occurred or who was responsible.

B. STRUCTURE AND MEMBERSHIP. The vice president for research and economic development will nominate, with appointment by the Committee on Committees and confirmation by the Faculty Senate, six principal and three alternate tenured faculty members to a Scientific Misconduct Committee (SMC) with one member appointed as chair. The vice president will initially nominate three tenured faculty members to one-year terms, three tenured faculty members to two-year terms, and three tenured faculty members to three-year terms. Thereafter, tenured faculty members will be nominated for three-year terms. A departmental administrator may not chair the SMC.

1640.80

STAFF COUNCIL

[See 1800 for the function and structure of this committee.]

1640.81

UNIVERSITY STAFF COMPENSATION COMMITTEE

A. FUNCTION. The function of the University Staff Compensation Committee (USCC) is:

A-1. To advise the president, provost and the vice president for finance and administration on matters pertaining to staff compensation. The USCC will periodically review policy matters regarding annual change in employee compensation (CEC) allocations and annual market-based adjustment to staff salary based on College and University Professional Association (CUPA) and the Bureau of Labor Statistics (BLS);

A-2. To be involved strategically in the university annual CEC process. The USCC will advise on the CEC process and staff compensation goals, and participate in university hearings and meetings;

A-3. To initiate and/or respond to the study of staff compensation policies and issues; and,

A-4. To provide periodic reports to Staff Council and Faculty Senate on matters pertaining to staff compensation.

B. AGENDA. The agenda of each meeting will be set by the chair of the committee in collaboration with the senior human resources executive and/or the vice president for finance and administration, or designee. The senior human resources executive is the point of contact for the committee and is responsible for notifying the committee of relevant

matters pertaining to staff salaries.

C. STRUCTURE AND MEMBERSHIP. The committee is composed of eleven members as follows: voting members will consist of nine staff. Ex officio (w/o vote) members include the vice president for finance and administration and the senior human resources executive. The committee's chair will be selected by Staff Council. The membership is appointed by Staff Council and will consist of a broad representation of staff located university-wide with a minimum of two off-campus members.

**FSH 1640.83
STUDENT CONDUCT BOARD**

A. FUNCTION. UI's process for reviewing alleged violations of the Student Code of Conduct (FSH 2300) is set forth in FSH 2400. The SCB is the reviewing body involved in the conduct process set out in FSH 2400 D., E. and F.

B. STRUCTURE AND MEMBERSHIP. The SCB is broadly representative of the UI community and is composed of 21 voting members: seven faculty, seven staff, and seven students. The student members should include at least one graduate student and at least one law student. Hearing panels will be drawn from these committee members. Given the nature of responsibility of the Chair of SCB, Committee on Committees shall first consider a tenured faculty member. Pursuant to FSH 2400 the chair will appoint the three person panels.

C. SPECIAL CONSIDERATION. Each committee member shall be required to participate in Title IX training and other training as needed. Members of the SCB should be aware that federal regulations governing the handling of disciplinary matters recommend a specific hearing time schedule. Therefore, SCB members may need to be available on short notice and during the summer months. Outgoing committee members should be aware that their appointment will continue until their replacement is confirmed and has received the required Title IX training (typically by early fall).

**1640.84
STUDENT FINANCIAL AID COMMITTEE**

A. FUNCTION. [See also 2900.]

A-1. To recommend policies and procedures for the administration of all student financial aids under UI's jurisdiction, i.e., scholarships, grants-in-aid, loans, work-study programs, and educational opportunity grants.

A-2. To advise the director of student financial aid.

A-3. To hear and decide appeals from students in matters concerning student financial aid.

A-4. To ensure that all pertinent documents are forwarded to the Administrative Hearing Board [see 1640.06] when students appeal decisions or procedures of this committee to that body.

A-5. To promote the increase of funds for student financial aid.

B. STRUCTURE. Five faculty members, two students, and (w/o vote) director of student financial aid, a member of the Student Support Services staff, and an additional person designated by the director.

**1640.86
TEACHER EDUCATION COORDINATING COMMITTEE**

A. FUNCTION. [See also 4300]

A-1. To conduct a continuing review of teacher-education policies and to promote quality teacher preparation.

A-2. To act on and submit to the respective college committees proposed changes in programs leading to teacher education certifications and endorsements.

A-3. To provide updates on state and national issues pertaining to the preparation of educators.

A-4. Will meet three times per year prior to UCC deadlines, to facilitate curriculum changes. Meeting dates/times will be posted annually by the first week of September.

B. STRUCTURE AND MEMBERSHIP. The members of the committee are appointed by the College of Education, Health & Human Sciences (CEHHS) as follows:

- Four faculty members from the Department of Curriculum and Instruction with representation from elementary, secondary, career and technical education, and special education programs;
- One faculty member from the Department of Movement Science physical education teacher education program;
- One faculty member from the Department of Leadership and Counseling educational leadership program;
- One faculty member from each of the following programs -- early childhood, agricultural education, music education, English education, mathematics education, social sciences, natural sciences and business;
- Two junior or senior level students (one from CEHHS and the second annually rotating between early childhood education, agricultural education and music education);
- Three P-12 school personnel including a superintendent, principal and teacher from multiple districts representing both elementary and secondary education;
- The Director of Teacher Education, who serves as chair; and
- The CEHHS Director of Assessment and the Dean of CEHHS, or designee, both without vote.

1640.87

UNIVERSITY TEACHING COMMITTEE

Preamble: In March 2020, FSH 1640.87 Teaching and Advising Committee was split into two committees: FSH 1640.87 University Teaching Committee and FSH 1640.88 University Advising Committee.

A. FUNCTION.

A-1. To promote a faculty and administrative culture dedicated to the enhancement of teaching and learning across all instructional modalities.

A-2. To review and make recommendations concerning policies and procedures that affect teaching and the assessment of student, program and institutional learning outcomes.

A-3. To monitor and advise on matters relating to student teaching evaluations and student learning outcomes, and to advise on the design and content of reports to the Vice Provost for Academic Initiatives, Faculty Senate, Institutional Assessment and Effectiveness, deans, unit leaders, and faculty.

A-4. To serve as an advisory resource for the Director of the Center for Excellence in Teaching and Learning to promote effective teaching.

B. STRUCTURE. Six faculty members, preferably some of whom have received university-level teaching awards; an associate dean; the director of general education; one undergraduate student; one graduate student; a representative from the Office of Institutional Effectiveness and Accreditation (without vote); and the Director of the Center for Excellence in Teaching and Learning, or designee.

1640.88

UNIVERSITY ADVISING COMMITTEE

Preamble: In March 2020, FSH 1640.87 Teaching and Advising Committee was split into two committees: FSH 1640.87 University Teaching Committee and FSH 1640.88 University Advising Committee.

A. FUNCTION. For the purposes of this policy, advising includes mentoring and retention activities.

A-1. To promote a faculty and administrative culture dedicated to effective student advising.

A-2. To review and make recommendations concerning policies and procedures that affect student advising.

A-3. To monitor the student advising program and to advise on the design and content of reports to the Vice Provost for Academic Initiatives, Faculty Senate, deans, unit leaders, and faculty.

A-4. To serve as an advisory resource for Executive Director of Student Success Initiatives to promote effective student advising.

B. STRUCTURE. Five faculty members, preferably some of whom have received university-level or college-level advising awards; an associate dean; a professional academic advisor; a University Advising Services associate director; two undergraduate students; and the Executive Director of Student Success Initiatives, or designee (without vote).

1640.89

UNIVERSITY COMMITTEE FOR GENERAL EDUCATION

A. FUNCTION.

A-1. University Committee for General Education serves as the curriculum body for general education by soliciting and approving proposals and courses to be included in the University's general education and general education courses eligible for transfer to other state institutions (SBOE general education matriculation "GEM" courses). The UCGE committee also engages in program review and assessment and then makes recommendations for the continuous refinement of general education in conjunction with the Director of General Education and the Assistant Director of Institutional Research and. Recommendations for change will be forwarded to UCC, Faculty Senate, and the university faculty.

A-2. The committee reports periodically (at least once a year) to the Faculty Senate on the status of general education.

A-3. This committee traditionally meets on Thursdays at 3:30 p.m.

[Information on University General Education can be accessed at the general education website: <http://www.uidaho.edu/class/general-education>]

B. STRUCTURE AND MEMBERSHIP. At least one member from each of the six GEM areas who also serve as institutional representatives to SBOE on statewide general education, one of whom serves as chair, selected by Committee on Committees in consultation with the Director of General Education, and one each from the colleges of Agricultural and Life Sciences, Art and Architecture, Business and Economics, Education, Engineering, Natural Resources and Library; two undergraduate students appointed by ASUI and chosen to represent two different colleges; and the following without vote: Director of General Education, College of Letters, Arts and Social Sciences Dean, or designee, College of Science Dean, or designee, Registrar, or designee, Assistant Director of Institutional Research and Assessment, or designee, Director of Academic Advising, or designee.

1640.90

UNIVERSITY ASSESSMENT & ACCREDITATION COMMITTEE (UAAC)

A. FUNCTION

A-1. Facilitate communication on the development and implementation of the program review process, student learning outcomes assessment, and university-wide student achievement and satisfaction surveys in respective departments and colleges. The UAAC will support the development of assessment activities that assess university-wide student learning outcomes to ensure a quality education and co-curricular

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experience, continuous program improvement, and compliance with accreditation standards.

A-2. Facilitate communication between Institutional Assessment and Accreditation (IAA) and faculty.

A-3. Develop and implement program and learning outcomes assessment guidelines based on SBOE and NWCCU expectations.

A-4. Recognize those who are actively engaged in assessment work.

A-5. Review and comment on results from university-wide assessment plans and individual program assessment plans and processes and recommend ways for improvement.

A-6. Provide input and feedback on the online UI student learning outcomes reporting system as requested.

A-7. Serve as subject matter experts from colleges and units on student learning outcomes assessment and continuous program improvement.

A-8. Review Annual Program Reviews (APR) and specialized accreditation reports and assist with feedback to programs and the Provost's Office.

A-9. Review NWCCU reports and recommendations and provide input or feedback.

A-10. Assist with special projects pertaining to accreditation or APRs, as appropriate.

A-11. Advise on matters related to ongoing collection of data and evidence for accreditation standards.

A-12. Maintain a timeline for accreditation reporting.

A-13. Advise IAA on accreditation issues, as requested.

B. STRUCTURE AND MEMBERSHIP. Eleven faculty representatives, comprising one from Library and one from each of the following colleges: Agricultural and Life Sciences; Art and Architecture; Business and Economics; Education, Health and Human Sciences; Engineering; Graduate Studies; Law; Letters, Arts, and Social Sciences; Natural Resources; and Science. The representative from the College of Graduate Studies shall be named by their Dean. Preference shall be given to faculty members with expertise and experience in assessment and accreditation, and a chair shall be chosen by the Committee on Committees from among the faculty representatives, preferably a tenured faculty member. The following positions shall serve on the committee as ex officio members (without vote): the Vice Provost of Academic Initiatives or designee, Associate Director of Assessment & Accreditation, a recorder from the office of Assessment & Accreditation, a representative from the office of Equity, Diversity & Inclusion, a representative from the Division of Student Affairs, a representative from Strategic Enrollment management, the Director of General Education, and the Director of CETL or designee.

1640.91

UNIVERSITY CURRICULUM COMMITTEE

A. FUNCTION. [See 1540 B and C and also 4110 and 4120.]

A-1. To act on catalog changes involving the curriculum, including changes in the general requirements and academic procedures, and to coordinate curricular matters among UI's major academic divisions.

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A-2. To recommend policies and procedures concerning the matriculation, advising, and registration of students.

A-3. This committee traditionally meets on Mondays at 3:30 p.m.

B. STRUCTURE. One faculty member from each college except Graduate Studies, of whom at least one must be a member of the graduate faculty and at least one of whom must have experience in an interdisciplinary area; one faculty member at large, one faculty member from the library, two upper-division undergraduate students; one graduate student; and the following without vote: vice provost of academic affairs, registrar, secretary of the faculty (or their designees), and the director of general education as a non-voting member of the University Curriculum Committee. To assure a quorum alternates for the faculty positions are appointed by the chair of the University Curriculum Committee from a list of those who have previously served on the Committee from that college. If there should be no such alternates available from a particular college, the chair of that college's curriculum committee is the designated alternate.

1640.92

UNIVERSITY DEVELOPMENT COUNCIL

A. FUNCTION. To plan and coordinate the fund-raising activities of the university and its units.

B. STRUCTURE. Vice president for university advancement (chair), financial vice president, provost, academic deans, executive director of the UI Foundation, director of athletics, director of alumni relations, trust and investment officer, and executive director of development.

1640.95

UNIVERSITY SECURITY AND COMPLIANCE COMMITTEE (USCC)

A. FUNCTION.

A-1. The USCC is charged with ensuring the University's compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), and planning and facilitating activities that support a safe and secure living, learning and working experience. USCC will focus on accurate disclosure (reporting of Clery crime statistics) and implementation of best practices regarding safety policies and procedures. The USCC will conduct an annual review of all reportable crimes prior to submitting crime statistics to the U.S. Department of Education. The committee will also perform a thorough review of the Annual Security and Fire Safety Report (ASFR) prior to its publication.

A-2. The USCC shall meet a minimum of three times each year. Topics will include, but not be limited to, the following:

- Review updates to the law, policies and procedures related to security and Clery Act compliance
- Ensure timely collection of Clery crime statistics from applicable jurisdictions
- Recommend enhancements to security policies
- Identify programming efforts and recommend improvements
- Review crime and disciplinary data to avoid report duplication
- Conduct a final review of the data elements for the ASFR and recommend policy changes
- Confirm procedures for distributing the ASFR.

B. STRUCTURE. Executive Director, Office of Public Safety & Security who serves as Chair, one member from each of the following: Staff Council, Dean of Students, Moscow Police Department, Title IX Coordinator, Environmental Health & Safety Fire Safety Specialist, two faculty members, one off-site representative

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(faculty/staff), two undergraduate students and one graduate student; and one member from General Counsel without vote.

Version History

Amended July 2023. Reorganized committee directory; deleted Fiscal Emergency Committee, Disability Affairs Committee; Shared Leave Committee, and Multi-Campus Communication Committee; revised structure of University Assessment & Accreditation Committee and University Teaching Committee.

Amended July 2022. Updated structure of Arts Committee and Scientific Misconduct Committee, extensively revised description of Biosafety Committee, and deleted the Intellectual Property Committee.

Amended January 2022. Updated structure of Information Technology Committee.

Amended July 2021. Editorial changes.

Amended July 2020. Updated the Admissions Committee to clarify its purpose and to increase the number of faculty members to provide additional capacity for processing student petitions. A member of the American Language and Culture Program faculty was added.

Amended January 2020. Revised to split the roles of the Teaching and Advising Committee to two separate groups. In addition, it was thought that the work on teaching and advising award selection would be best taken up by Center for Excellence in Teaching and Learning and UI ACADA, respectively.

Amended July 2019. Revised B of the Admissions Committee, B-2 and B-4 of the Institutional Animal Care and Use Committee, A-1, A-2, and B of the Campus Planning Advisory Committee, B of the Committee on Committees, B of the Faculty and Staff Policy Ground, B of the Faculty Affairs Committee, B of the Arts Committee, and B of the University Curriculum Committee. Added A-3 to the Committee on Committees. Substantially revised the Instructional Space Committee.

Amended January 2019. The Safety and Loss-Control Committee voted to have the Risk Manager as a permanent voting member. Removed “the Executive Director of Public Safety” from FSH 1640.76 section B. and replaced the wording with “Risk Management.”

Amended July 2018. Revised B of the Americans with Disabilities Act Advisory Committee, A of the Faculty Appeals Hearing Board, A and B-1 of the Institutional Review Board, C of Ubuntu, A of the Research Council, B of the Sabbatical Leave Evaluation Committee, and B of the Safety and Loss-Control Committee. Editorial changes were made to A-1 and A-3 of the Americans with Disabilities Act Advisory Committee, A-4 and C of the University Budget and Finance Committee, B-2, B-3, B-4, B-5, and B-6 of the Institution Review Board, and B of the University Security and Compliance Committee. Added B-7 and B-8 to the Institutional Review Board. Created the University Staff Compensation Committee.

Amended January 2018. Revised B of the Faculty and Staff Policy Ground, the Institutional Review Board, A-4, and B of the Teacher Education Coordinating Committee, and B of the University Teaching Committee. Editorial changes were made to A-2 of the Teacher Education Coordinating Committee.

Amended July 2017. Revised B of Academic Hearing Board, B of the Administrative Hearing Board, B and C of the University Budget and Finance Committee, C of the Dismissal Hearings Committees, A-3 of the Faculty Affairs Committee, and B of the Faculty Appeals Hearing Board. Created the Faculty and Staff Policy Group and the Student Conduct Board.

Amended January 2017. Editorial changes were made to A-2 and B of the Campus Planning Advisory Committee.

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Amended July 2016. Revised C of the University Budget and Finance Committee and B of the Sabbatical Leave Evaluation Committee.

Amended January 2016. Revised B of the University Multi-Campus Communications Committee. Editorial changes were made to B of the Campus Planning Advisory Committee, B of the Information Technology Committee, B of the Radiation Safety Committee.

Amended July 2015. Revised A-1, A-2, A-3, A-4, B, and C of the University Budget and Finance Committee. Added C-1 and C-2 of the Dismissal Hearings Committees, and B-1 and B-2 of the Faculty Appeals Hearing Board. Created the University Security and Compliance Committee.

Amended January 2015. Revised A-1 and B of the University Committee for General Education and A-1 of the Committee on Committees.

Amended July 2014. Revised B of the Honors Program Committee, and A-2, A-3, and B of the Teacher Education Coordinating Committee. Added A-4 to the Teacher Education Committee.

Amended January 2014. Revised C of Ubuntu, B of the Borah Foundations Committee, and B of the Safety and Loss-Control Committee.

Amended July 2013. Revised A-4 and A-5 of the Administrative Hearing Board. Added A-3 to the Administrative Hearing Board.

Amended January 2013. Revised A-1, A-2, A-3, and B of the University Committee for General Education, and B of the University Multi-Campus Communications Committee. Editorial changes were made to B of the Americans with Disabilities Act Advisory Committee, A of the Parking Committee, B of the University Teaching Committee, B of the University Committee for General Education, and B of the University Curriculum Committee,

Amended July 2012. Revised B of the Intellectual Property Committee. Editorial changes were made to B of the Admissions Committee. Created the Americans with Disabilities Act Advisory Committee, and Ubuntu.

Amended January 2012. Editorial changes were made to A-3 of the University Committee for General Education.

Amended July 2011. Revised to take into consideration the possibility that both of the Dismissal Hearings and Faculty Appeals Hearings Committees could affect the other, and thus care should be taken in the appointment of members to both of these committees due to a potential conflict.

Amended January 2011. Revisions were made in committee reporting structure. Revised to give oversight of radiation safety to Finance and Administration. The NRC requires a representative of the University's administration to serve a committee member to assist in financial matters of the radiation safety program. This change replaced the Budget Officer with the director of Environmental Health and Safety or a representative of Finance and Administration to better align the source of financial support of the committee. The University's radioactive materials license was amended to no longer require NRC approval of the committee chair.

Amended July 2010. Revisions were made to allow committees to more efficiently conduct business.

Amended January 2010. Editorial changes were made to B of the Provost Council, B of the Radiation Safety Committee, B of the Research Council, and B of the Scientific Misconduct Committee.

Amended July 2009. Revised A-4 of the Officer Education Committee and B of the Sabbatical Leave Evaluation Committee. Editorial changes were made to A-2 and C-5 of the Academic Hearing Board, A-2 of the Academic Petitions Committee, A-1 of the Administration Hearing Board, A-4 and C of the University Budget and Finance Committee, A-1, A-2, and B of the Campus Planning Advisory Committee, A-4 of the Commencement Committee, A-1, A-2, and B of the Committee on Committees, A-2 of the Faculty Affairs Committee, to the Faculty Senate, A-1

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of the Information Technology Committee, A-2 of the Intellectual Property Committee, A of the Sabbatical Leave Evaluation Committee, A of the Safety and Loss-Control Committee, B of the Scientific Misconduct Committee, Staff Affairs, A-3 of the University Teaching Committee, and A-2 of the University Committee for General Education. Created the University Multi-Campus Communications Committee.

Amended January 2009. Revisions were made to allow committees to more efficiently conduct business.

Amended July 2008. Revised to provide clarification, publish established meeting times, consolidate committee structures found elsewhere in the FSH into this main committee directory, and make minor edits. Restrictive language was removed from the Faculty Affairs committee section and now allows more flexibility in selecting a chair. There was a complete restructure and renaming of the Fine Arts Committee. Quorum and alternate issues were addressed for the UCC. Revisions were made to address the difficulty in appointing 3 faculty council reps and a desire by other faculty to serve on the Campus Planning Advisory Committee. Additional diversity groups were added to Juntura

Amended January 2007. Revised B of the Provost Council.

Amended July 2006. Revised B of the Admissions Committee, B of the Administrative Hearing Board, B of the Borah Foundations Committee, B of the Campus Planning Advisory Committee, B of the Honors Program Committee, B of the Intellectual Property Committee, B of the Library Affairs Committee, A and B of the Parking Committee, B of the Sabbatical Leave Evaluation Committee, B of the Safety and Loss-Control Committee, B of the Student Financial Aid Committee, and B of the University Curriculum Committee. Editorial changes made to B of the Academic Petitions Committee, A of the Institutional Animal Care and Use Committee, A-1 and B of the University Budget and Finance Committee, B of the Committee on Committees, B of the Provost Council, B of the Information Technology Committee, A, A-4, and B of the Officer Education Committee, A of the Radiation Safety Committee, A of the Teacher Education Coordinating Committee, and A-2 and B of the University Committee for General Education. Removed the International Affairs Committee. Combined the Disability Affairs Committee with Affirmative Action.

Amended January 2006. Revised A and B of the Research Council.

Amended July 2005. Removed the Fiscal Emergency Committee, the Shared Leave Review Committee, and the Space Allocations Committee.

Amended January 2005. Created the University Budget and Finance Committee.

Amended July 2004. Editorial changes were made to B of the Campus Planning Advisory Committee, and A-2 of the Commencement Committee.

Amended July 2003. Revised B of the Provost Council, B of the Honors Program Committee, and A-4 and B of the Officer Education Committee. Editorial changes were made to B of the Academic Petitions Committee and A of the Parking Committee.

Amended January 2003. Revised A of the Borah Foundation Committee.

Amended July 2002. Added C to the Faculty Appeals Hearing Board.

Amended July 2000. Editorial changes were made to A of the Admissions Committee, A-2 of the Commencement Committee, to the Promotions Review Committee, and to A of the Sabbatical Leave Evaluation Committee. Created the Information Technology Committee and the Safety and Loss-Control Committee.

Amended July 1999. Revised B of Campus Planning Advisory Committee, B of the Faculty Appeals Hearing Board, and the Arts Committee. Editorial changes were made to A of the Parking Committee, and B of the Publications Board.

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Amended July 1998. Revised C-5 of the Academic Hearing Board, and A-1, A-3, and B of the Commencement Committee. Editorial changes were made to B of the Honors Program Committee, and A and B of the University Curriculum Committee. Added A-2 and A-4 of the Commencement Committee.

Amended July 1997. Revised B of the Admissions Committee, B of the Borah Foundation Committee, B of the Honors Program Committee, and B of the Student Financial Aid Committee. Editorial changes were made to B of the Research Council.

Adopted 1979.



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 1565 ACADEMIC RANKS AND RESPONSIBILITIES**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Alistair Smith, FAC chair

Policy sponsor, if different from originator:

Reviewed by General Counsel: Yes No Name & Date: Karl Klein, 11/8/23

Comprehensive review? Yes No

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
Changes to D-8 University Distinguished Professor to make Extension faculty eligible.
- 2. Fiscal Impact:** What fiscal impact, if any, will this change have?
None
- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
None
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

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CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

1565

ACADEMIC RANKS AND RESPONSIBILITIES

OWNER

Vice Provost for Faculty
Diane Kelly-Reilly
dkr@uidaho.edu

LAST REVISION: July 2022

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A. INTRODUCTION.

A-1. The principal functions of a university are the preservation, advancement, synthesis, application, and transmission of knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The University of Idaho, therefore, strives to recruit and retain distinguished faculty members with outstanding qualifications.

In order to carry out its functions and to serve most effectively its students and the public, the university supports the diversification of faculty roles. Such diversification ensures an optimal use of the university's faculty talents and resources.

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty to meet the varying responsibilities placed upon the institution, both internally and externally. No more than 25 percent, or a lower limit as defined by the department or similar unit's by-laws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head's decision to the Faculty Appeals Hearing Board [FSH [3840](#)].

As indicated in Section 3320 A-1, faculty performance evaluations that are used for yearly, third-year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members' annual position descriptions (FSH 3050). Each unit will develop substantive criteria in its bylaws for promotion and review of its faculty

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170).

B. DEFINITIONS:

B-1. Advancement: focuses on fostering relationships, building partnerships, creating awareness and generating

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support with alumni, donors, leaders, business partners, legislators and the community for the university's mission in academics, scholarship and outreach (see the office of University Advancement at <http://www.uidaho.edu/givetoidaho/meetourpeople/universityadvancementvpooffice.aspx>).

B-2. Cooperative education: a structured educational strategy that blends classroom studies with learning through productive work experiences. It provides progressive experiences for integrating theory and practice. Co-op education (including internships and externships) is a partnership between students, educational institutions and employers, with specified responsibilities for each party.

B-3. Distance education: the process through which learning occurs when teachers, students, and support services are separated by physical distance. Technology, sometimes in tandem with face-to-face communication, is used to bridge the distance gap.

B-4. Extension Service: Extension is an outreach activity that generally involves non-formal educational programs that transfer knowledge from the university to help improve people's lives through research in areas like agriculture and food, environment and natural resources, families and youth, health and nutrition, and community and economic development.

B-5. Extramural Professional Service: refers to activities that extend service beyond the university and can include elements of service, outreach, scholarship, and/or teaching.

B-6. Interdisciplinary: "an activity that involves teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice."¹

B-7. Professional Development: a learning process that expands the capacity of the faculty member to advance in the responsibilities as defined in his/her position description and aligns with the university's goals. Examples include but are not limited to participation in conferences, continuing professional education (including credit and noncredit courses) and other activities that enhance a faculty member's expertise and ability.

B-8. Service learning: an activity that integrates student learning with service and civic engagement to meet real community needs and achieve learning outcomes. Service-learning can be used in curricular settings (i.e. academic courses) or co-curricular settings, (e.g. ASUI's volunteer/civic engagement programs).

B-9. Technology transfer: a process through which knowledge, technical information, and products developed through various kinds of scientific, business, and engineering research are provided to potential users. Technology transfer encourages and accelerates testing and using new knowledge, information and products. The benefit of technology transfer may occur either at the community (public) or firm (private) level.

B-10. Unit Administration: includes assisting higher administration in the assignment and in the evaluation of the services of each member of the unit's faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.

C. RESPONSIBILITY AREAS: Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development./

C-1. TEACHING AND ADVISING: The university's goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising

¹ National Academy of Science

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and/or mentoring of students./

a. Teaching: Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description.

Evidence of teaching effectiveness shall include student feedback on teaching, and may include course design reviews, teaching observations, self-assessment, learning outcome assessment data, teaching recognition and awards, mid-term formative feedback on instruction (FSH 2700 B-6), or other documentation of effective teaching. Additional information about evidence of teaching effectiveness can be found through the Provost's Office.

b. Advising: For the purposes of this section, advising includes mentoring and student retention activities. These activities are an important faculty responsibility and a key function of academic citizenship, and may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member's capacity to advise.

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the unit or college; (2) undergraduate or graduate student advisees' evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation.

C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES: Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university's Carnegie designation as "research university high" fosters an emphasis on scholarly and creative activities.

Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Both are ongoing obligations of all members of the faculty.

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member.

a. Scholarship in Teaching and Learning: can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning

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research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of textbooks, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants.

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member's peers both at the University and at other institutions of higher learning.

b. Scholarship in Artistic Creativity: involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member's work, such as musical composition, artistic performance, creative writing, mass media activity, or original design.

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries.

c. Scholarship in Discovery: involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers.

Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member's work by other professionals in the field; published reviews and commentary about a faculty member's work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member's discipline or sub-discipline.

d. Scholarship of Integration: often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner.

e. Scholarship of Outreach/Application/Engagement: These activities apply faculty members' knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include economic development, environmental sustainability, stimulation of entrepreneurial activity, integration of arts and sciences into people's lives, enhancement of human well being, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of

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outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member's work.

C-3. OUTREACH and EXTENSION: Outreach activities are originated by every unit on UI's Moscow campus and from each of the University's physical locations around the state.

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities; and (e) undergraduate and graduate student recruiting activities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, workshops, presentations, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member's position description specifies where his or her activities will be counted.

Evidence of effective outreach activities may include, but are not limited to, (1) documentation of the process by which needs were identified and what steps were taken to deliver carefully planned and implemented programs; (2) numbers of individuals and types of audiences affected; (3) evaluation by participants in outreach activities; (4) other measures of significance to the discipline/profession, state, nation, region and/or world; (5) quantity and quality of outreach publications and other mass-media outlets; (6) evaluation of the program's effects on participants and stakeholders; (7) awards, particularly those involving peer evaluation; (8) letters of commendation from individuals within organizations to whom service was provided; (9) service in a leadership role of a professional or scientific organization as an officer or other significant position; and (10) other evidence of professional service oriented projects/outputs.

C-4. UNIVERSITY SERVICE AND LEADERSHIP: The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect.

a. Intramural service is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review.

Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers.

Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation.

b. Administration:

(1) Unit Administration (see FSH 1565 B): FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure

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and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations.

(2) Other: Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy.

Demonstration of effective administration may be documented by a variety of means. Examples include: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent's leadership.

D. UNIVERSITY FACULTY (FSH 1520 Article II):

D-1. INSTRUCTOR: Instructors may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Appointment to instructor constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated below. To avoid confusion over university faculty (those who have voting rights per FSH 1520 II, Section 1) the title of Instructor shall not be used in any other university position.

a. Instructor. Appointment to this rank requires proof of advanced study in the field in which the instructor will teach, the promise of teaching effectiveness, and satisfactory recommendations. Instructors have charge of instruction in assigned classes or laboratory sections under the general supervision of the departmental administrator. When they are engaged in teaching classes with multiple sections, the objectives, content, and teaching methods of the courses will normally be established by senior members of the faculty or by departmental committees. Instructors are expected to assist in the general work of the department and to make suggestions for innovations and improvements.

b. Senior Instructor. Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Instructors are promotable to senior instructor. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of reappointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature.

D-2. FACULTY:

a. Assistant Professor. Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with

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outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. [1565 C]

b. Associate Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service. [1565 C]

c. Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major field. A professor will have made major scholarly contributions to his or her field as evidenced by several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, discovery, artistic creativity, and outreach/application/ engagement. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy, and in providing intramural and extramural professional service. [1565 C]

D-3. RESEARCH FACULTY:

a. Assistant, Associate and Professor. Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above.

D-4. EXTENSION FACULTY:

a. Extension Faculty with Rank of Instructor. Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others.

b. Extension Faculty with Rank of Assistant Professor. Appointment to this rank requires a master's degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves.

c. Extension Faculty with Rank of Associate Professor. In addition to the qualifications required of extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress

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toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context.

d. Extension Faculty with Rank of Professor. In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context.

D-5. LIBRARIAN:

a. Librarian with Rank of Instructor. Appointment to this rank requires an advanced degree in library science from a library school accredited by the American Library Association or an equivalent terminal degree and relevant experience and: (a) evidence of potential for successful overall performance and for development as an academic librarian; (b) when required for specific positions (e.g., cataloger, assistant in a subject library), knowledge of one or more subject areas or pertinent successful experience in library work.

b. Librarian with Rank of Assistant Professor. Appointment to this rank requires the qualifications for librarian with rank of instructor and: (a) demonstrated ability, competence, and effectiveness in performing assigned supervisory-administrative, specialized public service, or technical service responsibilities; (b) demonstrated ability to establish and maintain harmonious working relationships with library colleagues and other members of the university community; (c) evidence of professional growth through study; creative activity; participation in workshops, conferences, seminars, etc.; participation in appropriate professional organizations; awareness of current developments in the profession and ability to apply them effectively in the area of responsibility; (d) service to the library, university, or community through committee work or equivalent activities.

c. Librarian with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context.

d. Librarian with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement of an outstanding record of creative librarianship, of effective administration, or of practical application of research resulting in significant publications or comparable productivity; (c) an additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective

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participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context.

D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

a. Psychologist with Rank of Instructor. Appointment to this rank requires: an advanced degree in counseling, counseling psychology, clinical psychology, or closely related field earned in a professional program accredited by the appropriate accrediting association; evidence of effective skills in counseling or therapy; and evidence of pursuit of a terminal degree.

b. Psychologist or Licensed Psychologist with Rank of Assistant Professor. Appointment to this rank requires the qualifications for psychologist with rank of instructor and: a doctoral or equivalent terminal degree; evidence of effective skills in counseling or therapy; awareness of current developments in the profession; and demonstrated potential for participation in appropriate professional organizations, service to the Counseling and Testing Center, the university, and the community through teaching, committee membership, or equivalent activities, and the development and execution of research projects or the development and execution of outreach services designed to benefit UI students.

c. Licensed Psychologist with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context.

d. Licensed Psychologist with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context.

D-7. OFFICER-EDUCATION: Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects:

a. Academic Preparation. It is desirable for officer education faculty members to have at least a master's degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors.

b. Specialized Preparation. The officer must have significant education, experience, or formal preparation in the subject areas in which he or she will teach.

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c. Military Background and Preparation. A junior officer is expected to have had significant professional performance and experience. It is also desirable that the officer have some formal military education beyond commissioning. A senior officer should have broad experience with excellent performance. He or she is expected to have attended a junior or senior military college and to have made a distinguished record there.

d. Teaching. It is desirable for officers to have had some teaching experience. It is recognized that this is not always possible for junior officers. For such an officer, there should be some evidence that he or she will become a satisfactory teacher. Heads of officer education programs are expected to be experienced instructors.

e. Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the required information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors.

f. Appointment:

1. The following information is submitted by the nominee's service: (1) transcripts from undergraduate and graduate academic institutions; (2) transcripts or appropriate records from military schools and staff colleges; (3) at least three letters of recommendation from appropriate sources, such as former professors, military instructors, and supervisors or commanders. These letters should be concerned with matters such as the officer's civilian academic performance, military record and leadership ability, and actual or potential performance as a teacher. (Former supervisors or commanders could give their opinion based on the officer's demonstration of leadership ability and his or her experience as a training officer.); (4) a summary of the officer's duty assignments and military and teaching positions held; (5) copies of favorable communications from the officer's file.

2. The following is provided by the program unit concerned: (1) a description of the military schools attended and courses completed by the nominee; (2) a description of the positions held by the nominee; (3) an explanation of the appropriateness of the officer's experience and training to the courses he or she will teach.

3. Copies of the requested material are distributed by the local unit to the members of the Officer Education Committee at least 72 hours before the meeting at which the committee will consider the nominee. For appointments commencing in the fall, this information should normally be made available not later than the preceding May 1.

4. In the case of a person nominated to head an officer education program, UI may require a personal interview.

5. A minimum of two weeks, after receipt of all required information, is necessary for consideration of the nominee. UI notifies the nominee's service of its decision within one month.

D-8. UNIVERSITY DISTINGUISHED PROFESSOR: Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor² is bestowed upon University of Idaho faculty in recognition of sustained excellence in all the areas of their areas of responsibility, ~~in teaching, scholarship³, outreach, and service.~~ The rank will be held for the remainder of the recipient's active

² As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor's name may be added to the title.

³ ~~Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and~~

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service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University. University Distinguished Faculty will receive a stipend of at least \$5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the number of appointments in a given year resides with the President.

A. Selection Criteria: In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work.

University Distinguished Professors will have achieved a superior record in at least three of the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; excellence in extension or outreach; and University service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics.

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service at the University, typically at the rank of Professor.

b. Selection Process: University Distinguished Professorships will be awarded by the president upon recommendation of The University Distinguished Professorship Advisory Committee a standing committee composed of four faculty members and three deans. The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost to serve three-year terms on a staggered basis. Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records in all the areas of their areas of responsibility of teaching, research and/or outreach.

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually.
2. Written nominations will be submitted to the Provost and must include:
 - a. A nominating letter with a brief summary of the candidate's achievements;
 - b. The candidate's *curriculum vitae*, including a list of any significant previous awards;
 - c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from students, colleagues at the University of Idaho, and/or other institutions. Letters should describe the impact of the nominee on their her/his-field, evidence of external recognition, and the context of her/his/their work over the course of her/his/their employment.
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President.
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no candidates will be selected.
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

D-9. CLINICAL FACULTY: Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted to the ranks of clinical assistant professor, clinical associate professor or clinical full professor.

integration, and artistic creativity.

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a. Responsibilities, Privileges, and Rights. A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the clinical faculty. They have the same responsibilities and privileges as university faculty (FSH 1520 II 1)

Clinical faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service.

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups.

2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

b. Qualifications. Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit.

c. Conversion. Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean, subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university's strategic goals than a tenure-track position.

E. EMERITUS STATUS. (FSH 1520 II.2)

E-1. PURPOSE. Emeritus status benefits both the university and emeriti by providing opportunities for emeriti to maintain ties with faculty members and continue service to the university and community.

E-2. ELIGIBILITY. A board-appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service and attained the rule of 65 (age plus years of service is at least 65) is eligible for emeritus status.

E-3. APPOINTMENT.

1. Faculty must request consideration for emeritus status. This request may be made in the notice of resignation or in a request made directly to the provost. This request may be made along with or at any point following the submission of the letter of resignation. If a faculty member who is eligible for emeritus status under section E-2 does not request consideration for emeritus status in their resignation letter, then their college or department will send a notice to the faculty member asking if they wish to request emeritus status. The college or department will send a similar notice to any eligible faculty who receives a terminal contract due to program closure or similar circumstances.

2. In ordinary circumstances, the provost will grant emeritus status if the eligibility requirements specified in E-2 are satisfied. In exceptional circumstances, the provost may suspend the above eligibility rules and award, deny, or revoke a faculty member's emeritus status with a written notification to the faculty member stating the reasons for the decision and notifying them of the ability to appeal. A faculty member may appeal this decision to the Faculty Senate Chair, Faculty Senate Vice Chair, and Faculty Secretary, where the provost's decision must be upheld by a unanimous vote in order to be enacted. Examples of exceptional circumstances include the reasons outlined in FSH 3910 A-1.

3. A list of emeriti is maintained by the Provost's office.

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4. Emeriti are responsible for updating contact information with the university.

E-4. PRIVILEGES.

- a. **Access.** Emeriti continue to have access to research, library, and other UI facilities.
- b. **Participation.** UI encourages the voluntary continued participation of emeriti in the activities of the academic community. Emeriti may take an active role in the service and committee functions of their department, college, and the university as described in FSH 1520 II.2. Other activities are subject to approval by the provost.
- c. **Title.** Emeriti may use the title “professor emeritus/emerita,” “research professor emeritus/emerita,” or “extension professor emeritus/emerita,” as applicable. A faculty member without such rank has the designation “emeritus” or “emerita,” as applicable, added to the administrative or service title held at the time of retirement.
- d. **Mail.** Departmental mailboxes continue to be available to emeriti who reside locally. Emeriti who have departmental mailboxes receive full distribution of departmental notices unless otherwise requested.
- e. **Office supplies.** Office supplies are available under regular departmental procedures.
- f. **Postage.** Departmental postage may be used for professional mail.
- g. **Parking.** Emeriti receive one non-transferable gold parking permit annually.
- h. **Discount programs.** Emeriti receive any discounts available to other faculty members through various UI programs.
- i. **Functions.** Emeriti are invited to the same university, college, and departmental functions as active faculty.
- j. **Travel funding.** Travel funding may be used to support professional activities of emeriti in service to the university (e.g. guest lectures, research design, consultation, etc.). Emeriti may have a lower priority for travel funding than active faculty and such funding is at the discretion of the unit administrator or dean.
- k. **Office/lab space.** Offices and labs for emeriti are provided on a space-available basis as determined by the unit administrator or dean, giving higher priority to active faculty and unit needs. Office and lab space allocations to emeriti may be revoked upon 60 days’ notice.
- l. **Information technology services.** Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g., email, instant messaging, etc.), technical support, and offered software.

E-5. EMPLOYMENT OPPORTUNITIES.

- a. Emeriti may hold a temporary or permanent part-time position (0.49 FTE or less) subject to regular employment procedures. It is the responsibility of emeriti to consult with HR regarding impact to benefits.
- b. Emeriti shall not serve as supervisors of other employees unless they hold a position as outlined in E-5-a herein.

F. ASSOCIATED FACULTY: Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit’s discretion. They are not eligible for sabbatical leave.

F-1. AFFILIATE FACULTY:

a. **General.** The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee’s scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection d below, and authorizes assignment of service functions as described in subsection d-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline.

b. **Employment Status.** An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a

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member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency's units or programs that is officially associated with the university.

c. Distinction between Affiliate and Adjunct Faculties. Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are not UI employees. An adjunct faculty member's primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially that of a collaborator with a UI unit, program, or faculty member. An affiliate faculty member, in contrast, has a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership.

d. Responsibilities, Privileges, and Rights. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.)

Affiliate faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service.

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the dean of graduate studies), or act as expert advisers to faculty members or groups.

2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned.

3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740]

e. Qualifications. Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit.

f. Appointment.

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university.

2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee's immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents.

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3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a “Personnel Action” form.

F-2. ADJUNCT FACULTY:

a. General. The adjunct faculty includes highly qualified persons who are not employed by UI but are closely associated with its programs. [For the distinction between the affiliate and the adjunct faculty categories, see 1565 F-1-c.]

b. Responsibilities. Members of the adjunct faculty have the same academic freedom and responsibility as do members of the university faculty; however, their right to vote in meetings of the university faculty and of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. Adjunct faculty members may be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees, including graduate students’ supervisory committees (with approval by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning.

c. Qualifications. Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member’s responsibility.

d. Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740)

e. Appointment.

1. Appointments to the adjunct faculty may be made at any time. b. Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointments should be continued unless the adjunct faculty member is actively engaged in the responsibilities for which he or she was appointed.

2. Recommendations for appointment to the adjunct faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct faculty may also be assigned responsibilities with respect to the degree programs with approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents.

3. Before formal appointment procedures are begun, the prospective adjunct faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee’s employer, if any, will be requested and recorded.

4. Appointment information is recorded on the regular “Personnel Action” form.

5. The appointment of adjunct faculty members to graduate students’ supervisory committees requires approval by the dean of the College of Graduate Studies.

G. TEMPORARY FACULTY: Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit’s discretion. They are not eligible for sabbatical leave.

G-1. LECTURER. A teaching title that may be used at any level, i.e., it carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half-time and (b) has been on such appointment for at least four semesters. When a lecturer qualifies for faculty status they shall

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be reviewed at a minimum of every 5 years thereafter as determined by the unit's bylaws. The review committee defined by the unit's bylaws shall include tenure-track faculty within the unit.

G-2. VISITING FACULTY. A designation that, when used with a professorial title, customarily indicates that the appointee holds a regular teaching or research position at another institution. A visiting appointee who does not hold a professorial rank elsewhere may be designated as a lecturer. Appointees with visiting academic ranks (e.g., visiting associate professor, visiting professor) are considered temporary members of the university faculty. Those on full-time appointment have the privilege of voting in meetings of the university faculty and of the appropriate constituent faculties.

G-3. ACTING. Persons who are judged competent to perform particular duties may be appointed for temporary service as acting members of the faculty. An acting appointment may also be used to establish a probationary period for an initial appointment of a person who, while being considered for a regular position on the faculty, is completing the required credentials for a permanent appointment. Persons on acting status are not voting members of the university faculty or of constituent faculties.

G-4. ASSOCIATE. A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties.

H. NON-FACULTY: Those within this category are not members of the faculty.

H-1. POSTDOCTORAL FELLOW. Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of "temporary or special" (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.]

H-2. GRADUATE STUDENT APPOINTEES: The general nature of the following graduate assistantships is defined as an apprenticeship experience that consists of a work obligation partnered with educational and developmental activities, all of which are integrated with the graduate degree program of the student. All graduate assistants must be individually mentored by a faculty advisor and may receive additional mentoring from other faculty and/or staff on or off campus. All graduate assistant positions (H-2. a, b, c) are limited to twenty hours per week of work. All graduate student appointees must be academically qualified and registered. [See also 3080 D-2-a.]

a. Graduate Teaching Assistant. Graduate Teaching Assistants perform duties related to the instructional efforts of the unit in which they are employed under the supervision of a member of the university faculty, associated faculty, or temporary faculty (see FSH 1565 D, F, and G). These duties, which must be associated with academic credit instruction and constitute at least 50 percent of a Graduate Teaching Assistant's effort, may include, but not be limited to: primary teaching responsibilities; grading assignments; assisting with the delivery of instruction through technology; and providing other assistance related to instruction.

b. Graduate Research Assistant. Graduate Research Assistants develop competence in performing professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source.

c. Graduate Support Assistant. Graduate Support Assistants perform a wide range of duties and can have varying responsibilities in academic and non-academic campus departments and programs. The specific duties depend on the needs of the office or project and on the qualifications and experiences of the Graduate Support Assistant. Graduate Support Assistants may provide academic and/or non-academic instruction, and/or assist with research, or provide other support functions. The duties must be directly related to the Graduate Support Assistant's program of study. The College of Graduate Studies shall periodically publish standards governing the permissible scope of Graduate Support Assistant appointments on its website.

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I. QUALIFICATIONS OF NONFACULTY MEMBERS FOR TEACHING UI COURSES. Persons who are not members of the university faculty but are selected to teach UI courses offered for university-level credit (including continuing-education courses and those offered by correspondence study) are required to have scholarly and professional qualifications equivalent to those required of faculty members.

Version History

Amended July 2022. Revised and clarified section C-1.a. to expand and clarify the evidence that may be used in evaluating teaching effectiveness.

Amended July 2021. Editorial changes.

Amended July 2020. The policy on emeritus status was extensively revised to provide greater clarity, ensure conformity with labor law, and add the ability to revoke emeritus status in exceptional circumstances. Section D-5 Librarian was revised to provide more flexibility in recruiting efforts.

Amended January 2020. The policy on office hours was moved from FSH 3240 to C-1.c. Changes were made to sections C-1 and C-3 to ensure that faculty efforts in the areas of teaching, advising, and outreach and extension are properly credited.

Amended July 2018. A new category for graduate support assistants was added to address needs that are not covered under the role of a typical teaching or research assistant position.

Amended July 2014. The cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised.

Amended January 2014. The time necessary to qualify for emeritus status was redefined.

Amended July 2013. Definitions for research and teaching assistants were more clearly defined.

Amended July 2012. Edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E.

Amended July 2011. Voting for associated faculty was clarified and Clinical Faculty under “G. Temporary Faculty” moved to “D. University Faculty” as D-9 and was revised.

Amended July 2010. The affiliate and adjunct terms were switched to conform to national norms and the rank of Distinguished Professor was added.

Amended January 2010. Changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege.

Amended July 2008. The policy was reorganized to better reflect classifications as stated in FSH 1520 Article II.

Amended July 2006. Substantial revisions were made to Section A.

Amended July 2001. Section J-1, voting rights for lecturers, was changed.

Amended July 2000. Revisions were made to C-1, D-1, and E-1.

Amended 1998. Extensive revisions were made to B (entirely new), C, D, and E.

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Amended July 1998. Section A underwent additional substantial revision.

Amended July 1996. The definitions of ‘postdoctoral fellow’ (J-5), ‘graduate assistant’ (K-3) and ‘research fellow’ (K-4) were revised.

Amended July 1994. Section A was substantially revised, so as to underline better the importance of both teaching and scholarship. The so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance.

Amended 1987. The material in section I was added.

Adopted 1979.



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 3320** Annual Performance Evaluations and Salary Determination of Faculty Members and Performance Evaluation of Academic Administrators

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Alistair Smith, FAC Chair

Policy sponsor, if different from originator:

Reviewed by General Counsel: Yes No Name & Date: Karl Klein, 11/8/23

Comprehensive review? Yes No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Change to A-1.d to clarify that chairs may confer with deans during evaluation process.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

None

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

3320
ANNUAL PERFORMANCE EVALUATIONS OF FACULTY MEMBERS
AND
PERFORMANCE EVALUATION OF ACADEMIC ADMINISTRATORS

CONTENTS:

- A. Annual Performance Evaluation for Faculty Members
- B. Faculty Performance that does not Meet Expectations
- C. Annual Performance Evaluation and Review of Administrators Holding Faculty Appointments
- D. Sequence of Evaluation of Faculty Members and Administrators

A. ANNUAL PERFORMANCE EVALUATION FOR FACULTY MEMBERS.

A-1. PERFORMANCE EVALUATION. Annual evaluation of the performance of each member of the faculty is primarily the responsibility of the faculty member and unit administrator. The provost is responsible for preparing supplementary instructions each year, including the schedule for completion of the annual performance evaluation. Personnel on international assignment see FSH 3380 C.

a. Forms. The Annual Performance Evaluation Form is available below. The form may not be altered without following the appropriate governance process set forth in FSH 1460. The supervisor is responsible for ensuring that each faculty member uses the proper form together with the supplementary instructions as provided by the Provost's Office.

b. Evaluation ratings. Performance evaluation ratings are described below. The narrative in the evaluation form shall provide evidence to support the evaluation.

i. Performance that meets or exceeds expectations is at least satisfactory performance during the review period of a faculty member relative to the position description.

ii. Performance that does not meet expectations is performance during the review period that is less than expected of a faculty member relative to the position description and means improvement is necessary. An evaluation of not meeting expectations in one or more responsibility areas triggers procedures outlined in section B.

c. Annual report of efforts and accomplishments by faculty member. Each faculty member shall provide their supervisor with the following materials in preparation for the annual performance evaluation:

1. Current curriculum vitae
2. Position description for the time under review.
3. Written report of faculty activity for the period of the annual performance review that compares accomplishments to expectations in the position description for the review period. This report may be in the form of a self-evaluation using the annual evaluation form included in this policy.
4. Other materials necessary to document efforts and accomplishments for the review period.

d. Evaluation of faculty by supervisors. Supervisors shall evaluate the faculty members in their unit. The performance of each faculty member during the review period is judged on the basis of the position description in effect during that period. In the case of a faculty member holding a joint appointment or involved in interdisciplinary activities in two or more academic or administrative units, it is the responsibility of the supervisor in the faculty member's primary academic discipline to solicit and consider relevant information on job performance from other administrators with responsibility for the faculty member's work.

Whether a faculty member's performance meets expectations is determined by comparing the faculty member's performance to the position description for the review period. For each area of responsibility, the supervisor shall describe the basis for their evaluation of the faculty member's performance in the narrative on the form. The supervisor shall also describe the basis for their overall evaluation of the faculty member's performance. The overall evaluation is not weighted by the percentage and rating of each responsibility area in the position description; rather, the overall evaluation is a holistic assessment of the faculty member's

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performance. The supervisor shall also include comments and recommendations for the faculty member's progress toward tenure, promotion, and continued satisfactory performance, as applicable, in the appropriate place on the annual evaluation form. The supervisor may confer with the Dean as needed. After the supervisor has completed the narrative evaluation for all faculty for the review period, the supervisor shall provide to each reviewed individual a copy of the individual's annual evaluation form prior to the conference described in A-1.e.

e. Conference. The supervisor shall provide each faculty member with the opportunity to meet to discuss the unit administrator's evaluation, either in person or by remote meeting technology and the faculty member's detailed report of activities. The supervisor should explain the narrative providing a formative assessment on progress toward tenure, promotion, and continued satisfactory performance, as appropriate. The faculty member and the supervisor should work to identify strategies and goals to help the faculty member improve performance. The evaluation may be modified as a result of the discussion.

f. Signature. At the conclusion of the review process, each faculty member shall sign the evaluation form indicating that they have had the opportunity to read the evaluation report and to discuss it with the supervisor. The supervisor shall give the faculty member a copy of the supervisor's final evaluation signed by both parties. The employee's signature does not signify agreement with the content of the evaluation; it signifies that the employee has had the opportunity to review the evaluation and to meet with the supervisor.

g. Opportunity for response. If the faculty member wishes to respond to the contents of the review, they shall be permitted to append a response to the supervisor's evaluation within five days of receipt of the supervisor's evaluation.

h. Forwarding to dean. The supervisor shall forward to the dean the following materials for evaluation at the college level:

1. The evaluation form with the complete narrative and the comments and recommendations on progress towards tenure, promotion, and continued satisfactory performance, as appropriate, and
2. Any comments provided by interdisciplinary administrators or administrators of faculty holding joint appointments provided pursuant to subsection A-1.d.

If the supervisor fails to include the required narrative comments, recommendations, or the signed copy of the evaluation, the college shall return the materials to the supervisor .

i. Responses to evaluation of a faculty member. If the faculty member has attached a response to the evaluation, the unit administrator shall provide the response to the dean with the annual evaluation form. The dean shall meet with the unit administrator and the faculty member to attempt to resolve the relevant issues. If the dean disagrees with the unit administrator's evaluation, the dean shall attach a narrative stating the reasons for the disagreement. A copy of the dean's narrative shall be provided to the faculty member. The faculty member may respond to the dean's evaluation within five days of receipt. The faculty member, unit administrator, and dean are encouraged to resolve the disagreement at the college level. If the matter cannot be resolved, the dean shall notify the provost of the disagreement.

j. Responses to evaluation of a direct report to dean. If a direct report to a dean has attached a response to the evaluation, the dean shall meet with the direct report to attempt to resolve the relevant issues. The dean and direct report are encouraged to resolve the disagreement at the college level. If the matter cannot be resolved, the dean shall attach a narrative stating the reasons for the disagreement. A copy of the dean's narrative shall be provided to the direct report. The direct report may respond to the dean's narrative and the dean shall notify the provost of the disagreement.

k. Signed copies of evaluation to faculty member and provost. At the conclusion of the evaluation process, the college shall forward to both the faculty member and the provost all evaluation material at the unit and college level, including the dean's narrative and faculty responses, if any, with the signatures of the faculty, supervisor, and dean.

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A-2. Relationship to promotion and tenure process. The faculty annual performance evaluation is an administrative review. Annual evaluations are but one component of the independent promotion and tenure procedure set forth in FSH 3500 and do not guarantee a successful promotion or tenure decision.

B. FACULTY PERFORMANCE THAT DOES NOT MEET EXPECTATIONS.

B-1. IN GENERAL. If the unit administrator determines that a faculty member is not meeting expectations, the unit administrator should consider the reasons for and explanations of the performance. See FSH 3190. The unit administrator, in consultation with the faculty member, should address the possible causes of the problem, suggest appropriate resources and encourage the employee to seek such help. Faculty members and unit administrators may obtain referral information and advice from the Ombuds, Human Resources, or the Provost's Office. Additional required procedures are set forth below.

B-2. FIRST OCCURRENCE. In the event that a faculty member has not met expectations overall or within one or more areas of responsibility, the unit administrator shall offer to meet with the faculty member. At this meeting, the faculty member and the unit administrator shall review the faculty member's position description and examine strategies that would permit the faculty member to improve performance. A mentoring committee shall be formed upon the request of either the faculty member or the unit administrator. The committee shall be composed of two or more faculty members agreed upon by the unit administrator and faculty member.

B-3. TWO OCCURRENCES WITHIN THREE YEARS. In the event of two annual evaluations within three years concluding that the faculty member has not met expectations overall or within one or more areas of responsibility, the unit administrator shall arrange a meeting of the faculty member, the unit administrator and the college dean.

The purpose of the meeting is to review:

- a. the current position description and revise it if necessary to address the issues identified during the discussion.
- b. the strategies implemented in the previous year(s) and to identify why the strategies did not result in the faculty member meeting expectations. The parties should re-examine strategies that would support improved performance by the faculty member.

B-4. THREE OCCURRENCES WITHIN FIVE YEARS. In the event of three annual evaluations of "does not meet expectations" within a five-year period, either overall or within one or more areas of responsibility, the dean shall initiate a formal peer review. The purpose of the review is to assess the level of performance of the faculty member, the reasonableness of the previous evaluations, and the appropriateness of the strategies put in place to assist the faculty member. The dean shall first consult with the provost's office to obtain guidance regarding the review process.

a. Composition of the Review Committee. The Review Committee shall comprise four members from within the unit and one member from outside of the unit. If the faculty member is tenured or tenurable, the committee shall include tenured faculty unless no tenured faculty are available. The faculty member may submit to the unit administrator a list of the names of up to three faculty members from within the unit and up to one faculty member from outside of the unit. The faculty member may also submit the names of up to two faculty members who shall be excluded from serving on the committee. The unit administrator shall appoint the committee, including, if provided, at least two names from the faculty member's list. The committee members shall select a chair from their membership.

b. Timing. The committee shall complete its review and report, as described below, within 60 days of the submission of the evaluation to the Office of the Provost.

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF Section 3320: Annual Performance Evaluations and Salary Determination of Faculty Members and Performance Evaluation of Academic Administrators

c. Materials. The review shall be based on the materials described below.

1. Materials submitted by faculty member. The faculty member shall provide the following materials to the committee:

- a. Updated curriculum vitae.
- b. A self-assessment summary of each area of the faculty member's responsibility and what the faculty member has learned and achieved during the review period, including contributions to the department, university, state, nation, and field, not to exceed five pages.

2. Materials submitted by unit administrator. The unit administrator shall provide the following materials to the committee:

- a. Position descriptions for the period under review.
- b. The official record, as maintained by the provost's office, of annual evaluation materials for the period under review.
- c. Student and any peer evaluations of teaching for the period under review.
- d. A summary of the strategies put in place to assist the faculty member.

3. Additional materials requested by committee. The committee may request additional materials from the faculty member or unit administrator as it deems necessary.

d. Responses to committee report. The committee chair shall submit the report to the faculty member, unit administrator, and dean. Each recipient shall have 15 days from the report's date to submit written responses to the review committee. The committee chair shall send the report and all responses to the provost.

e. Provost. The provost shall be responsible for determining the appropriate resolution, which may include:

1. Continuing the status quo
2. Mentoring to address areas of concern
3. Termination for cause
4. Other recommended resolutions.

B-5. CIRCUMSTANCES WARRANTING IMMEDIATE REVIEW BY PROVOST. In the event of an overall evaluation of "does not meet expectations" where the faculty member's performance is so far below expectations that immediate corrective action is deemed necessary to protect the interests of the university, the provost may, in consultation with the dean and unit administrator, determine that immediate further review of the faculty member's performance is required. In such a case, the review will follow the procedure set forth in B-4.a. through e.

B-6. Non-Tenured Faculty. Pursuant to Regent's policy, non-tenured faculty do not have an expectation of contract renewal beyond that stated in FSH 3900 B-2, absent a written multi-year contract. The process set forth in FSH 3320 B does not require the University to renew a non-tenured faculty contract. The process set forth in FSH 3320 B shall not be required for a non-tenured faculty member who has been given notice of non-renewal.

C. ANNUAL PERFORMANCE EVALUATION AND REVIEW OF ADMINISTRATORS HOLDING FACULTY APPOINTMENTS. This policy applies to all administrators holding faculty appointments including, but not limited to, those reporting directly to the provost and deans.

C-1. Annual performance evaluation of administrators. Each administrator holding an appointment as a faculty member shall have a position description pursuant to FSH 3050, and shall undergo the annual performance evaluation process described above. The performance evaluation shall be conducted by the administrator's direct supervisor. When the administrator holds a faculty appointment in a unit not under the supervision of the evaluator, the evaluator shall seek input from the unit administrator of that unit regarding the evaluation of Teaching and Advising, Scholarship and Creative Activities and Outreach and Extension to the extent the administrator's position description includes expectations in these areas. The evaluator shall also review the administrator's performance in the area of University Service and Leadership. The evaluation

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of administrators in the area of University Service and Leadership shall focus on the responsibilities set forth in FSH 1420, if applicable, the responsibilities set forth in the unit bylaws, if applicable, and the expectations set forth in the administrator's position description. An administrator's annual performance evaluation shall be completed using the Faculty Annual Performance Evaluation Form or the Annual Performance Self-Evaluation Form for Direct Reports to the Provost and Executive Vice President, as appropriate, appended to this policy. The review shall state whether the administrator met or did not meet expectations.

C-2. Faculty and staff feedback. The evaluator shall ensure that faculty and staff interacting with the administrator have the opportunity to provide confidential feedback regarding the administrator's performance to the evaluator. All feedback will be collected by Institutional Research to maintain confidentiality. Identifying information will be redacted from the feedback by Institutional Research before the feedback is provided to the evaluator.

C-3. No expectation of continued service. Administrators do not have an expectation of continued service in their administrative appointments. The president, provost or dean may determine at any time that it is not in the best interest of the university, college or unit that the administrator continue to serve in their administrative capacity.

C-4. Review initiated by faculty. An administrator review may be initiated through a petition signed by at least 50% of the faculty members in the unit and delivered to the provost. The names and percentages of faculty signing the petition shall be maintained in confidence by the provost.

a. A review under this sub-section shall be conducted by a three-person committee appointed by the provost or dean composed of at least one individual in a similar position to the administrator as well as at least one tenured faculty member from the unit. The review shall focus on the administrator's performance of the responsibilities.

b. The committee shall consider the following information:

1. Any report submitted by the administrator regarding their performance
2. Input from the administrator's supervisor regarding their performance
3. Input from the faculty and staff in the unit
4. Input from other constituencies that engage with the administrator

c. The committee shall prepare a written report summarizing its findings and recommendations regarding the administrator's performance. This report shall be provided to the administrator. The administrator shall have the opportunity to respond to the committee report within five business days. The committee report, and any response, shall be forwarded to administrator's supervisor and the provost.

d. The supervisor and provost may provide further feedback and performance recommendations to the administrator based on the report.

e. The supervisor or provost shall notify the faculty and staff of the relevant unit that the review has been completed.

C-5. Periodic review as required by unit bylaws. Unit bylaws may require review of administrators at prescribed intervals, provided the review follows the process set forth in section C-4.a. through e.

D. SEQUENCE OF EVALUATION OF FACULTY MEMBERS AND ADMINISTRATORS. The provost prepares the schedule for completion of steps in the performance evaluation and salary determination process each year. The schedule will ensure that faculty members' evaluations of unit or center administrators and assistant and associate deans have been received by the dean before the administrators' recommendations on faculty salary, promotion, and tenure are made known to the faculty and, similarly, that faculty members' evaluations of deans have been received by the provost before the deans' recommendations on faculty salary, promotion, and tenure are made

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known to the faculty. Likewise, the summaries of faculty evaluations of unit or center administrators, assistant and associate deans, and deans will be communicated to the persons evaluated after their recommendations on faculty salary, promotion, and tenure have been transmitted to the provost.

Version History

Amended July 2022. Language clarified throughout and conflicting information resolved. New provision introduced allowing bylaws to require regular review of administrators but requiring such review to follow the same process as faculty-initiated review, to avoid disparities in review process across units. Review committee reconfigured.

Amended July 2019. Section C. was completely rewritten and all faculty will now use one form.

Amended July 2018. The words “and goals” to FSH 3320 A-1. e were added to encourage a discussion.

Amended July 2018. Revised A-1 e and B-2.

Amended January 2018. An emergency revision (rewrite of the faculty section, not the administrator section) to this policy was put in place to address the new narrative evaluation process so as to be effective before the next evaluation process.

Amended January 2017. A temporary fix to this policy was put in place to allow for a pilot narrative evaluation process for 2016 and ensure that existing policy would apply.

Amended July 2014. Changes were incorporated to ensure all faculty go through a review by their peers.

Amended July 2010. B was added and FSH 1420 E-6 was incorporated into D to consolidate the evaluation process into one policy.

Amended July 2009. Revised to reflect recent changes to the faculty position description and evaluation forms to better integrate faculty interdisciplinary activities.

Amended January 2008. Form 1 was revised to include a Disclosure of Conflicts statement to comply with FSH 6240.

Amended July 2007. Form 1 underwent substantial revisions to address enforcement and accountability issues in the UI promotion and the tenure process as well to align the form with the Strategic Action Plan.

Amended January 2007. Revised A-1 j, B-1, and B-4

Amended July 2001. Revised A-1 a, e, and j. Added A-1 c. 4.

Amended July 2003. Revised A-1 and A-1 d.

Amended July 2002. Policies concerning performance evaluation were completely rewritten.

Adopted 1979.

Spread Pay Task Force Findings and Recommendations

History of the Task Force

In 2022 Faculty Senate charged a task force to consider the possibility of developing a system that would allow University of Idaho faculty on 9-month contracts to be paid over 12 months. The catalyst for this work was a combination of faculty interest and its potential to both retain and recruit faculty.

The old spread pay system was an offered benefit until FY 2017. However, difficulties with the Banner 8 system and managing faculty on complicated contracts made the system too cumbersome.

In the Spring of 2022, the Task Force sent a survey to eligible faculty to determine the degree to which faculty supported this initiative. At that time, 570 faculty were on academic contracts and received the survey. 329 completed the survey, resulting in a response rate of 61%. Of those faculty currently on standard pay, 63% indicate that they would immediately switch to a 12 month pay system if given the option. Regardless of whether or not they would go on a 12 month pay system, 94% of surveyed faculty supported implementing it as an option for others.

In AY 23-24, there are 576 U of I faculty on academic year contracts.

- 454 are on standard pay; they are paid for 39 weeks of work during the academic year.
- 122 are on the old system of spread pay; they are paid for 39 weeks of work over twelve months on a system using a problematic pay schedule.

Current Realities

In the process of investigating the possibility of reoffering a benefit that would allow people on 9-month contracts to be paid over 12, it became evident that the current system of providing advanced pay in July and August poses significant problems for the university. Our current system of spread pay operates by paying people in July and August prior to the beginning of their contract. Paying employees for work before the contract begins presents challenges and the schedule must be reset – regardless of whether or not we offer deferred pay as a benefit for all eligible faculty.

There are 122 faculty members currently on this old spread pay schedule. To resolve the schedule problems, they will need to shift to a new pay schedule or opt for standard pay. The new model, called deferred pay, will allow faculty to defer portions of their pay through the academic year to be paid over the following summer. The pay system aligns with the start of their work period.

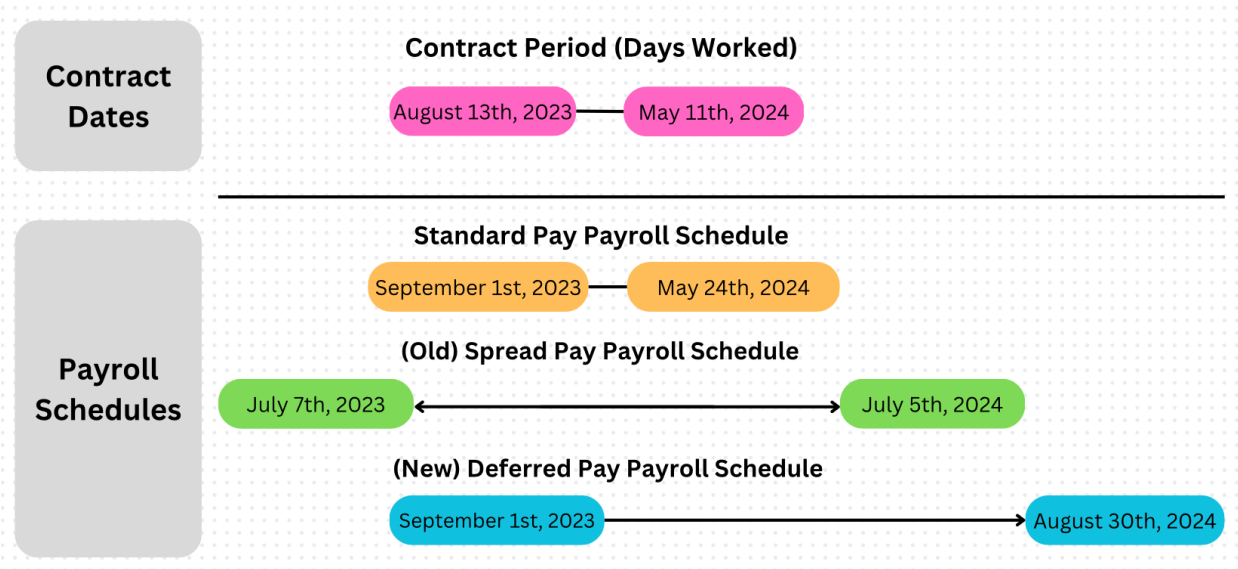
Key Terms:

Standard Pay: a pay system in which faculty on a 9-month contract are paid over nine months. Their pay is in line with the pay periods they work.

Deferred Pay: a pay system in which faculty on a 9-month contract are paid over 12 months. A portion of their pay for the academic year is deferred and covers the pay periods in the summer.

Spread Pay: a pay system in which faculty on a 9-month contract are paid over 12 months. In July and August they are paid in advance of their work. A portion of their pay for the academic year is delayed covering May and June.

Figure 1: Illustration of Different Pay Schedule Examples Based on AY 23-24



Required Changes Discovered During the System Review

The old system must be terminated. In doing so, the university needs to move the 122 faculty currently on the old spread pay schedule to the new deferred pay schedule or to allow them to opt for standard pay. These faculty members will finish the current fiscal year on the old spread pay schedule (ending June 22, 2024 (pay date July 5th) with the end of the current fiscal year) and begin the following year on the new deferred pay schedule (or, if they choose, standard pay). Faculty on the old spread pay system will receive their July 5, 2024 paycheck and then will have a six-week gap as we shift between schedules. This will occur from mid-July through August. This pay schedule will align with the start of the academic year and the pay will be “deferred” to the following summer. The payroll dates for this disruption are the following: July 19, 2024; August 2, 2024; and August 16, 2024. Pay will resume on August 30, 2024.

The task force review also uncovered a second problem with our current system. Currently academic faculty are paid according to two pay schedules. There is one schedule for faculty on standard pay which uses a schedule of 19.5 factors; and another for those on the old spread pay which uses a 20 factor schedule. The deferred pay system cannot use partial schedules, so the whole schedule needs to use a 20 factor schedule. The payroll system needs to bring all academic year faculty on the same schedule.

This change has no effect to faculty base salary during the regular academic year and no impact to summer appointments paid by a flat rate. There will be an impact to an academic year faculty’s summer earnings if an hourly rate is used to calculate the salary for the summer. The summer hourly rate will be 2.5% less than the previous pay schedule. See the Appendix for additional information.

Opportunities for Faculty on Standard Pay to Switch to Deferred Pay and Other Required Changes Uncovered by this Process

The University of Idaho can offer deferred pay to faculty who are on 1.0 FTE academic year (9-month) appointments beginning in AY 24-25. These faculty must opt in to deferred pay for the entire year. New faculty who are hired mid-year will have to wait for the following year to elect deferred pay. Faculty who would like to remain on standard pay are not required to opt into deferred pay. The details of this new schedule are included as an appendix. To reset the schedule, there are three required adjustments.

- First, there will be a disruption in pay for the 122 faculty on the current spread pay system to transition to the new deferred pay system;
- Second, the payroll system needs to bring all academic year faculty on the same 20 factor schedule;
- Third, the new system requires that administrative stipends be paid differently. Faculty with administrative appointments can opt into the deferred pay system to spread their base salary over 12 months, but the administrative stipend can only be paid according to the academic calendar. Currently, there are 19 faculty of the 122 on the old spread pay system who have their base salary and administrative stipend spread out over 12 months. The new system requires the base salary and the administrative stipend to be paid separately.

Recommendations of the Task Force

The task force recommends the following:

- The University of Idaho offer deferred pay to all eligible faculty effective on academic year (9-month) contracts starting in 2024-25;
- The University of Idaho transition faculty currently on the old system of advanced spread pay to the system of their choosing: either the new deferred pay system or the standard pay system effective 2024-25;
- The University of Idaho provide options for the 122 affected faculty members on the legacy spread pay system to navigate the gap in three pay periods offering the following:
 - Financial planning tools for those who wish to immediately transition to the new deferred pay system to manage the three-pay disruption on their own;
 - The option to enroll in a UI payroll managed system that withholds an amount of their choice (up to 3/26th of their annual salary) which will be used to provide the UI paychecks during the three pay periods of transition. (See Appendix for details)

Appendix—Updated UI Deferred Pay Schedule

Compiled by the Provost's Office and the Division of Finance and Administration
November 6, 2023

Context

A faculty senate deferred pay Task Force worked with individuals from the Division of Finance and Administration and the Provost's Office to make deferred pay available to all full-time faculty in AY 24-25 as a recruiting and retention benefit.

Currently, there are 576 U of I faculty on Academic Year (AY) contracts.

- 454 are on standard pay; they are paid for 39 weeks of work during the academic year.
- 122 are on the old system of spread pay; they are paid for 39 weeks of work over twelve months.
- 19 of the 122 faculty on the old spread pay system currently have administrative stipends that are currently included in their spread salary.

Eligibility for deferred pay:

- Full-time faculty on Academic Year contracts can opt in to deferred pay prior to each academic year.
- Must start the Academic Year on deferred pay; faculty who begin mid-year must wait to join deferred pay until the following year.
- Faculty must have a 1.0 FTE appointment for the entire academic year.

Transition from the old system to the new system:

This system change involves a one-time payroll system reset that will mean the following:

- The start date of the deferred pay schedule must be aligned with the start of the academic year contract. For the 122 faculty on the old system, this means there will be a disruption in pay for three pay periods (six weeks) in the summer of 2024. Faculty on the old spread pay system would receive their paycheck on July 5, 2024 and then there would be a six week disruption. These include the pay dates of July 19, 2024; August 2, 2024; and August 16, 2024. Pay would resume on August 30, 2024. In future years, there will be no gap in pay as faculty continue on deferred pay.
- Administrative stipends can only be paid according to the academic year calendar. Faculty with administrative appointments can opt into the deferred pay system to spread their base salary over 12 months, but the administrative stipend can only be paid according to the academic calendar. Currently, there are 19 faculty of the 122 on the old spread pay system who have their base salary and administrative stipend spread out over 12 months.
- The new deferred pay system requires a reset in the payroll schedule from 19.5 pay factors to 20 pay factors. Work expectations and job duties remain the same for positions, but the Banner system requires an even number of weeks in the pay

schedule (and not split pay periods) to avoid errors and manual work. This will impact academic year faculty on standard pay who have contracts in the summer that require salary calculations based on an hourly rate. The total amount that a faculty member in this situation could earn in the summer under the new system could be slightly less because summer will not include a half pay period and because the new schedule reduces the calculation of the hourly rate by 2.5%.

- The system does not support half pay periods.
- U of I cannot sustain two separate payroll systems.

FAQ:

Q1: Is deferred pay required for all academic year faculty? I am an academic year faculty member and I prefer to be paid according to the nine-month contract period.

A: No, deferred pay is an option offered to faculty on AY contracts. The default way to be paid is standard pay according to the contract period. Deferred pay must be selected as an option each year.

Q2: I moved from spread pay to standard pay in 2017 and received a \$1,000 incentive payment. Do I have to pay this back?

A: No. You received that incentive to stop using the old spread pay system.

Q3: What is wrong with the old spread pay system and why were some faculty allowed to stay on it?

A: The old system of spread pay relies on paying faculty prior to the start of their contract which creates significant challenges. The updated process will allow the administrative systems (Banner) to manage these deferred pay schedules in the manner intended and reduce the administrative burden associated with managing those pay schedules. Likewise, the new system allows for contracts for standard pay and deferred pay operate with the same payroll schedule assumptions. We can only have one payroll system for academic year faculty. It is no longer possible to support two distinct payroll systems for academic year faculty.

Q4: Can faculty on the old spread pay system opt into the new deferred spread pay system?

A: Yes, but they will have to manage a one-time disruption in three pay periods in late summer 2024. They can manage this on their own or they can set up UI payroll withholdings during spring semester to manage this.

Q5: How will the 122 faculty on the old spread pay system be transitioned to the new system?

A: They will receive their July 5, 2024 paycheck, which represents the last pay for their 2023-2024 academic year salary. Then, there will be a disruption in the three pay periods

of July 19, 2024; August 2, 2024; and August 16, 2024. Pay would resume on August 30, 2024 with their 2024-2025 academic year salary. These faculty can either budget and manage the transition on their own or UI payroll can assist through a withholding program.

Q6: What does the UI payroll withholding system to bridge the transition look like for faculty on the old spread pay system?

A: A contract time would be established where a faculty member would establish a set amount to be withheld from their paychecks (up to 3/26th of their annual salary). Payroll would create a holding account for the faculty member. The established amount would be taken out over 14 pay periods January 5, 2024 through July 5, 2024. These funds would be used to pay the faculty member during the transition pay periods of July 19, 2024 through August 16, 2024. The faculty member chooses the amount to be withheld. This arrangement would need to be signed and approved by the faculty member by December 21, 2023.

Alternately, faculty who are on the old spread pay system, can manage the transition on their own. They are not required to use the UI withholding system.

Q7: Am I losing money with this transition from the old spread pay schedule to the new deferred pay schedule?

A: No, you will still be paid the same amount for your work according to your contract. Depending on how a person elects to manage the transition in payroll systems, there will be variability in the timing of paychecks.

Q8: Why does the new system remove a week from the summer pay schedule and what is the impact?

A: U of I is currently running two payroll systems for academic year faculty; one of the systems uses half pay periods to calculate salary. The ability to offer all academic year faculty deferred pay requires an adjustment to the payroll schedule to bring all academic year faculty on the same schedule. This one-time adjustment changes the summer schedule by a week. This change has no effect to faculty base salary during the regular academic year and no impact to summer appointments paid by a flat rate.

This change will impact academic year faculty who calculate their summer salary earnings using an hourly rate. The hourly rate will be 2.5% less than the hourly rate of the old system. Potentially, the earnings for faculty on grant funded work for the entire summer could have the summer earnings reduced by a maximum of 10% if they are paid exclusively on grant funds. The reduction results from the schedule adjustment of a week and the reduction in the hourly rate. Grants require the calculation of faculty effort on based on an hourly rate.

In summer 2023, there were 182 faculty who had summer contracts that included compensation for work on grants.

Q9: Why can't administrative stipends be included in the deferred pay option?

A: Faculty who hold administrative appointments (e.g. associate dean, department chair, program director, etc.) and who receive an administrative stipend can opt into having their base salary paid as deferred pay, but the administrative stipend must be paid according to the academic calendar. This is because these positions often fluctuate or start at different points in the year. The new system cannot accommodate the variability with these types of positions and so this part of the appointment will be treated separately. For faculty in these types of positions, they can opt to defer their base salary over 12 months, but the administrative stipend will be paid over 9 months.

Q10: I am a faculty whose FTE is variable over the course of the academic year due to availability of grant funding. Am I eligible for deferred pay?

A: No. Faculty are only eligible to be on deferred pay if they have a 1.0 FTE appointment for an entire academic year.

Q11: What happens for faculty on full-year sabbatical as it relates to supplemental pay on grants?

A: This information is forthcoming and solution will be in place by the time of implementation.

Five Myths about the U of I/UOPX Affiliation

October 27, 2023

Myth #1:

U of I is merging with the University of Phoenix (UOPX)

Both universities will continue to operate independently. They will have unique governing boards, operate separately, and there are no plans to merge the institutions. We will not combine curricula, faculty, support programs, policies, etc.

Myth #2:

U of I is purchasing the UOPX.

U of I's Board of Regents have formed a legally separate, independent, non-profit corporation called Four Three Education, Inc. (43EI). 43EI, not U of I, is purchasing the assets of UOPX. 43EI will place bonds to fund this purchase. After closing, 43EI will "do business as" the University of Phoenix. It will repay the debt using UOPX revenue. U of I is not contributing financially to the purchase.

Myth #3:

U of I is taking on the liabilities of UOPX.

The debt resulting from this transaction belongs to 43EI, not U of I or the state of Idaho. The same applies to any other liabilities of 43EI. UI may choose to take on specific responsibilities to assist the transaction and UOPX's transition to a non-profit operation. For example, to secure better bond terms, U of I may choose to guarantee up to \$10 million annually to cover the debt payment in the event UOPX cannot do so. These responsibilities will be finalized at closing. UOPX has strong financial stability, generates approximately \$100 million of unrestricted cash flow annually, and \$200 million of cash will be transferred to 43EI in addition to the regular working capital of the UOPX operation. In addition, 43EI will not pay income taxes or ownership dividends. We are confident that the UOPX will be able to fully fund all obligations.

Myth #4:

U of I is only doing this for a financial benefit.

Yes, the U of I will benefit from this transaction. We anticipate a minimum \$10M annually; however, that is not the only reason for the affiliation. This affiliation provides greater financial security to U of I through diversification of programs and student populations. It is also a unique opportunity for the institutions to work together by sharing strengths and developing partnerships that will benefit one or both institutions. President Green is launching a working group to identify and prioritize these collaborative opportunities.

Myth #5:

UOPX will take students away from U of I.

UOPX is already a competitor to all Idaho institutions. U of I and UOPX serve largely different student populations, offer mostly unique programs, offer courses on a very different timeline (rolling calendar vs. semester), and have a nearly identical price. This transaction does not change these primary drivers for attendance decisions. Through the affiliation we may improve opportunities for students such as student pathways, 3+1 programs, etc.

Resources

Webpage: FAQ, memos, supporting documents, etc.

www.uidaho.edu/phoenix-faq

Questions:

phoenixquestions@uidaho.edu



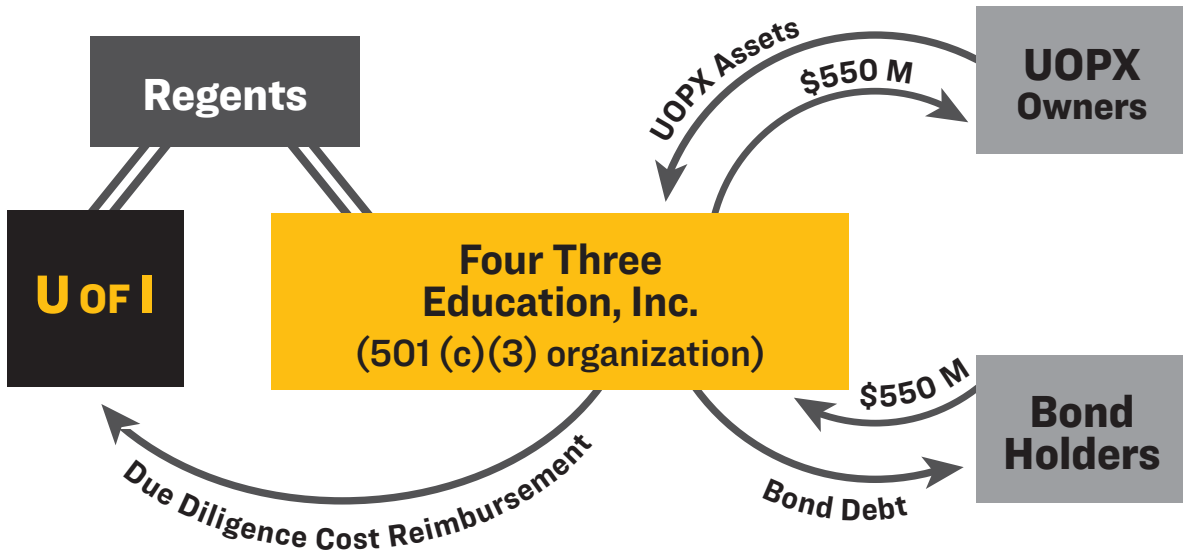
University of Idaho

FINANCIAL FLOW CHART

For U of I/UOPX Affiliation

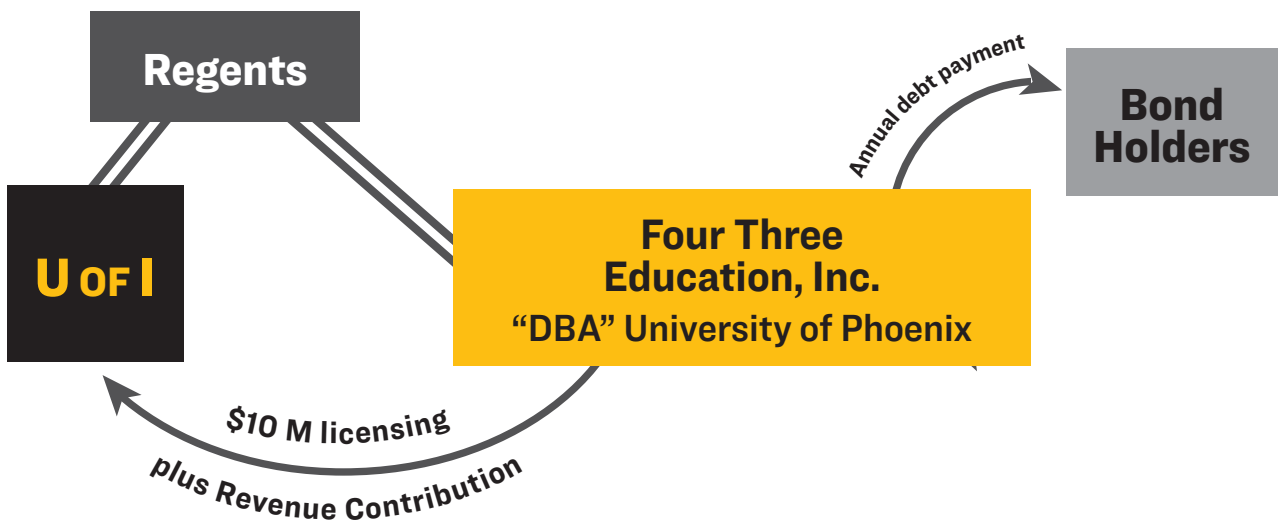
PURCHASE TRANSACTION

(Est. January 2024)



ANNUAL TRANSACTION

(post-closing)



NOTE: U of I may choose to take on specific responsibilities to assist the transaction and UOPX's transition to a non-profit operation. For example, U of I may agree to guarantee UOPX up to \$10M annually as emergency support; however, it is highly unlikely this would occur given UOPX's strong financial position.



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Date: November 2, 2023

To: Kristin Haltinner, Vice Chair, Faculty Senate
From: Diane Kelly-Riley, Vice Provost for Faculty
Subject: Selection of Members for University-Level Promotion and Tenure Committee
CC: Francesca Sammarruca, Faculty Secretary

Please alert faculty senators nominations are open for individuals to serve on this year’s University-Level Promotion and Tenure Committees. Two committees will be convened this year given the number of dossiers to be reviewed. Details about the committee meetings and nomination process follow:

Nomination deadline: Friday, November 17, 2023 [NOMINATION FORM LINK](#)

Senator nomination process:

College senators must submit the total number of nominees for **Two Committees based on the chart below**. If senators do not complete the nomination form by the deadline, the provost shall appoint members from that college/unit.

University P&T Committee meeting dates:

Silver Committee, Saturday, January 27, 2024, 8:00am PT, via zoom
 Gold Committee, Saturday, February 3, 8:00am PT, via zoom

Nominee availability:

Nominees must be available for both meeting dates but can express preference for one of the dates. Faculty selected for the committee will only participate on one day. The University Level Promotion and Tenure meeting typically takes eight hours. A required orientation will be held within the first two weeks of December. Dossier review begins after the orientation.

Nominee selection considerations:

The responsibilities of the committee collectively are to understand and make recommendations regarding the university’s policies regarding promotion and/or tenure. Senators should consider the diverse configurations of academic appointments within their college and nominate committee members to be representational of the diverse array of faculty appointments. Eligible nominees include full-time faculty from the Instructor or Professorial ranks. Faculty who have not previously served on the committee should be prioritized.

| College/Unit | Number of Nominees (FSH 3500 G.) | |
|--|----------------------------------|----------------|
| | One Committee | Two Committees |
| College of Agricultural & Life Sciences Faculty w/>50% Teaching & Research | 2 | 4 |
| College of Agricultural & Life Sciences Faculty w/>50% University Extension | 2 | 4 |
| College of Letters, Arts & Social Sciences | 4 | 8 |
| College of Art & Architecture | 2 | 4 |
| College of Business & Economics | 2 | 4 |
| College of Education | 2 | 4 |
| College of Engineering | 2 | 4 |
| College of Natural Resources | 2 | 4 |
| College of Law | 2 | 4 |
| College of Science | 2 | 4 |
| Faculty at Large | 2 | 4 |



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 2300 STUDENT CODE OF CONDUCT AND RESOLUTION PROCESS**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Cari Fealy

Policy sponsor, if different from originator: Blaine Eckles

Reviewed by General Counsel: Yes No Name & Date: Kim Rytter 10/20/23

Comprehensive review? Yes No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Changes to B-2 to clarify jurisdiction of OCRI, added definition of protected status, changes to E-4 regarding prohibited harassment and E-5 regarding discrimination and retaliation.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

None

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

To be effective immediately upon approval.

2300

STUDENT CODE OF CONDUCT & RESOLUTION PROCESS

CONTENTS:

- A. Introduction**
- B. Purpose**
- C. Scope**
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A. Introduction

A-1. The University of Idaho is committed to creating and maintaining a productive living-and-learning community that fosters the intellectual, personal, cultural, and ethical development of its students. Self-discipline and respect for the rights and privileges of others are essential to the educational process and to good citizenship. Student expectations include:

- Students are expected to show respect for order, civility, respect for the rights of others within and without the University as these attributes are demanded of good citizens.
- Students are expected to uphold the rights and dignity of others regardless of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity, or socio-economic status.
- Students are expected to uphold the integrity of the University as a community of scholars in which free speech is available to all and intellectual honesty is demanded of all.
- Students are expected to respect University policies as well as local, state, and federal law.

A-2. The University of Idaho conduct process works to balance the safety and security of the members of the University of Idaho community through personal accountability, reflection, and growth. Students have an opportunity to reflect on their choices, understand how their actions have an impact on those around them, and grow from the experience.

A-3. The University strives to provide a fair and consistent student conduct process based on university policy and best practices. By educating students to better understand how their decisions affect themselves and their community they learn reflection, follow-up, and accountability. The Dean of Students Office collaborates with campus and community partners to provide resources and support to students.

B. Purpose

B-1. This Code contains regulations addressing reported student violations of university standards of conduct in a manner consistent with the requirements of procedural due process. In addition to the general expectations for conduct as set forth in this chapter, it contains a description of prohibited conduct.

B-2. The Dean of Students ~~or their designee (referred to collectively in this Code as "the DOS"); or their designee,~~ has primary authority and responsibility for the administration of ~~the student conduct and resolution process~~ this Code, except that the Director of the University's Office of Civil Rights and Investigations ("OCRI") has primary authority and responsibility for the administration of prohibited student conduct that includes allegations of discrimination, as defined in this Code. We invite you to learn more about the interplay between this Code and OCRI's policies, procedures, and processes by visiting OCRI's website or directing inquiries to ocri@uidaho.edu.

~~—~~The DOS, upon finding, in its discretion, that there is a conflict of interest, or for other reasons necessary to effectuate the policy, may appoint an external person to serve in any of the roles created in this Code. The Dean of Students works with faculty, staff, hearing officers, and/or the student conduct board in the disposition of Student Code of Conduct violations. There is no standard discipline that applies to violations of the Student Code of Conduct. They range from informal resolutions to formal warnings, to community service to expulsion. In each situation, the nature and seriousness of the behavior, the motivation underlying the behavior, and precedent in similar cases are considered.

B-3. The Student Code of Conduct does not restrict speech that is otherwise protected, including speech that some may find objectionable. The interplay between freedom of speech and expectations for students is complex and we invite you to learn more about freedom of speech and the Dean of Students office student conduct processes as they relate to freedom of speech by directing inquiries to askjoe@uidaho.edu.

B-4. Findings of responsibility will be determined using a Preponderance of the Evidence Standard. The standard is satisfied if the reported conduct is deemed more likely than not to have occurred.

B-5. The University bears the burden of proving that a student engaged in

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misconduct by a preponderance of evidence. A “preponderance of evidence” means that quantity and quality of evidence which, when fairly considered, produces the stronger impression, and has the greater weight, and is more convincing as to its truth than the evidence in opposition – or in other words, the facts as determined by the Hearing Officer or Board indicate that it is more likely than not that the student violated this Code. Formal rules of evidence applied in courtroom proceedings do not apply to this process. Evidence that is determined to be relevant to a case, by the Facilitator or Board Chair, is admissible at a hearing. This may include direct evidence, circumstantial evidence, documentary evidence, hearsay evidence, and signed statements. This does not imply that all evidence admitted is equivalent in weight. Unduly repetitive information may be excluded.

B-6. The administration of the Student Code of Conduct and Student Conduct Process applies affirmative action and equal opportunity standards consistent with FSH 3060 and 3065. Additionally, this process is supported by nondiscrimination practices consistent with FSH 3200, 3210, and 3215.

C. Scope

C-1. Individuals subject to the Code

a. Students

1. By enrolling at the University of Idaho, students voluntarily accept responsibility for compliance with all University policies including the Code.
2. Students are responsible for their behavior from time of admittance to the University through the awarding of a degree, even though conduct may occur before classes begin or after classes end. Students are responsible for their conduct during the academic year and during periods between enrollment terms.
3. The University recognizes that students may also be employees, and their conduct may be subject to review and discipline under this Code and any applicable employment policies.

b. Reporting parties. Employees and students who are reporting student behavior that may be prohibited by the Student Code of Conduct.

c. Other. Employees and students who are otherwise involved in the conduct process.

C-2. Behavior subject to the Code

a. The Code applies to conduct that occurs on University property, within or at University–sponsored activities, off campus, online, or through other electronic means.

b. The University may address off-campus behaviors when the Dean of Students or university designee determines that the off-campus conduct affects a University interest. University interests include but are not limited to health and safety, protection of rights or property of others and promoting the University’s

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mission.

c. Jurisdiction for the DOS to address student behavior or misconduct begins upon admission and ends at commencement. If serious misconduct was committed while a student was enrolled but is reported after graduation, the University may invoke the disciplinary process referred to in Article III and may revoke the student's degree if they are found responsible.

d. If a student withdraws from school while a conduct matter is pending, the Code remains applicable to the student's conduct prior to withdrawal.

e. The University reserves the right to proceed with the conduct process in a student's absence or to delay the process until the student seeks re-enrollment.

f. Depending on conduct process outcomes, a hold may be placed on the student's ability to re-enroll and the student may be required to satisfy all outcome requirements prior to re-enrollment eligibility.

g. Behavior conducted online, or through any other electronic medium, including online postings, video, photographs, blogs, web postings, chats, and social networking sites is in the public sphere and is not private and falls within the jurisdiction of this Code provided the other criteria, e.g., student status, are satisfied.

h. If the prohibited conduct involves a student organization, the individual students are subject to this Code, and the organization is subject to FSH 2350 Student Organization Code and Resolution Process.

i. DOS encourages all behavior to be reported in a timely manner but understands that barriers may exist to reporting prohibited behavior and that some reported behavior warrants DOS review for conduct proceedings even if the reported behavior occurred well in the past. DOS has discretion to initiate conduct proceedings for all reported behaviors, regardless of time of occurrence, based on the nature of the totality of the circumstances.

D. Definitions. The following definitions explain the terminology used in this Code. Particular code violations are listed and defined in Section E Prohibited conduct.

D-1. Academic dishonesty: Intentional participation in deceptive practice in one's academic work or the academic work of others. Examples include cheating, fraud, plagiarism, or falsification of research results and are individually addressed and more fully defined in Article II .

D-2: Academic outcome: A consequence imposed by instructors for findings of academic dishonesty. Academic outcomes include, but are not limited to, grade adjustments, failing a class, or resubmission of academic work.

D-3: Academic work: Any academic work required for completion of academic requirements in a course. Academic work includes but is not limited to assignments, quizzes, examinations, problem solving, class exercises, and/or drafts of work.

D-4: Administrator: The Dean of Students or designee will serve as the administrator. The administrator can serve as a decision-maker and is the non-voting advisor to the Student Conduct Board and each SCB hearing panel.

D-5: Advisor: The person of the student's choosing who has agreed to advise the student during the University disciplinary process and attend scheduled meetings with the student. The Advisor's role is simply to advise the student, and the Advisor is not permitted to speak during hearings, conferences, or interviews unless allowed by the University official conducting the interview.

D-7: Complainant: An individual who was subject to alleged misconduct described in the Student Code of Conduct. There may be more than one complainant for an incident. In certain circumstances, the Dean of Students or another University official may assume the role of complainant on behalf of the University.

D-8: Conduct decision: A written decision determining the resolution of the reported behavior. The decision will include a finding of responsible or not responsible and any applicable required or suggested outcomes.

D-9: Conduct record: The student conduct record maintained by the Dean of Students in connection with a reported violation or violation of the Code. The student conduct record may include complaints, notices, hearing records, conduct findings, outcomes, and other documents deemed relevant by the Dean of Students.

D-10: Consent: Knowing, voluntary, and clear permission by word or action to engage in activity with another individual(s), not limited to sexual activity. Consent can be withdrawn at any time upon notice, by word or action, to the other party.

D-11: Days: Days that the University is open for business, not including Saturdays, Sundays, Fall Recess, Winter Recess, Spring Recess, or University holidays.

D-12: DOS: The Office of the Dean of Students, which is responsible for the administration of the Student Code of Conduct and includes the Dean of Students and their designees.

D-13: Educational setting: All academic, educational, extracurricular, athletic, and other programs of the University of Idaho, regardless of location, including online formats.

D-14: Finding: A conclusion reached as result of an inquiry, investigation, or hearing and is also referred to as a decision.

D-15: Formal resolution process: A conduct process by which notice and opportunity to be heard is provided and that often includes a student conduct

process occurring before a Hearing Panel which issues a written decision following the hearing.

D-16: Hearing: A formal process maintained by the University to review and address allegations of violations that follows the process and rules outlined in this Code but is not subject to other external rules (such as federal or state evidentiary rules or procedures).

D-17: Hearing officer: A person appointed by the Administrator to serve as the person presiding over a hearing. The hearing officer investigates the alleged behavior and administers the conduct process for informal resolutions. The Administrator may also serve as the hearing officer.

D-18: Hearing panel: A panel composed of members of the Student Conduct Board, who are selected by the Student Conduct Board chairperson for purposes of hearing a formal resolution process and issuing a written decision that may include findings.

D-19: Informal resolution process: An alternative method of resolving a matter under this Code, entered into willingly by all parties as well as by the University, that seeks to address and resolve the alleged conduct or harm without the use of the formal process outlined below.

D-20: Instructor: In cases of academic dishonesty, the instructor may be the faculty member, teaching assistant, or other employee responsible for course instruction.

D-21: Investigator: The person assigned by the University to investigate a report of a violation of the Code. The investigator may be any qualified person assigned by DOS.

D-22: Mediation: An intervention between conflicting parties to promote reconciliation, settlement, or compromise.

D-23: Misconduct: Behavior that is prohibited by the Student Code of Conduct or that violates a University directive or policy.

D-24: Office of Civil Rights & Investigations (OCRI): The Office at the University that is responsible for ensuring compliance with federal and state laws and University policies related to discrimination or harassment based on a protected class. This includes retaliation when engaging in a protected process. OCRI undertakes necessary investigations and prepares recommendations and written reports that may be reviewed by the DOS for further conduct processes related to the underlying facts investigated and the nature of the reported behaviors of students investigated by their office.

D-25: Outcome: Disciplinary or corrective action imposed by the deciding body of a student conduct process following a finding of student misconduct. The term includes, but is not limited to, educational programming, restitution, community service activities, apology letters, probation (including denial of specified University privileges), suspension, termination, or other such outcomes deemed appropriate.

D-26: Parties: The Respondent(s) and the Complainant(s).

D-27: Policy: The written regulations of the University as found in, but not limited to, the Faculty Staff Handbook, including the Student Code of Conduct, the Administrative Procedures Manual, the Residence Hall Handbook, all Housing and Residence Life policies, and Graduate and Undergraduate Catalogs.

D-28: Protected Status: Protected status includes race, color, religion, national origin, age, protected military status, disability, family status, genetic information, creed, or sex (including pregnancy, parenting, sexual orientation, or gender identity or expression).

D-2829: More likely than not standard: The standard of evidence that is used to decide responsibility of Code violation in a hearing, it means that it is more likely than not, based upon the totality of all relevant evidence and reasonable inferences from the evidence, that there is a violation of the Code.

D-2930: Probation: The process or period of observing the character or abilities of a student to determine whether other corrective action should occur. An additional resolution process is not necessary to modify outcomes following a finding of misconduct where probation is imposed. The DOS has discretion to modify the terms of probation as necessary based on the information available to the DOS during a student's probation.

D-3031: Respondent: The student who is alleged to have violated the Code.

D-3132: Student: Includes, but is not limited to, all persons admitted to the University, either full time or part time, online or in person, to pursue undergraduate, graduate, or professional studies, and includes non-degree seeking students. The following persons are also considered "students":

- a. **Persons** who are suspended, or those who withdraw or graduate after allegedly violating the Code of Conduct.
- b. **Persons** who are eligible to enroll for classes without applying for re-admission.
- c. Individuals participating in the American Language and Culture Program, Independent Study of Idaho sponsored by the University of Idaho, the University

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of Idaho International Student Success Program (UI-ISSP), or any other similar educational program of the University.

D-3233: The Code: The Student Code of Conduct and Conduct Resolution Process.

D-3334: Student Conduct Administrator (Administrator): The University of Idaho official designated by the DOS to serve as an investigator or hearing officer. It will also include the Administrator's designee.

D-3435: Student Conduct Board (SCB): The formal body that reviews student conduct matters, as set forth in this Code.

D-3536: Weapon: Weapon is defined in APM 95.12.

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E. Prohibited conduct. Specific behaviors of misconduct are identified and defined below.

E-1. Academic dishonesty. Acts of academic dishonesty include but are not limited to the following:

a. Cheating. Cheating includes, but is not limited to, the following actions as they relate to academic work:

- (1) Using, purchasing, providing, or possessing unauthorized materials, sources, or assistance without authorization from the instructor.
- (2) Copying from another's academic work either for the student's own use or for the use of others.
- (3) Sharing academic work without prior permission from instructor.
- (4) Acquiring, without written or verbal permission, tests or other academic material belonging to the instructor or another member of the University faculty or staff.
- (5) Completing academic work for someone else or having someone else complete academic work on your behalf.
- (6) Representing another student in a class for attendance or participation purposes or asking another person for representation for attendance or participation purposes.
- (7) Fabrication or falsification of data, research or academic content and the unauthorized alteration or invention of any information or citation.
- (8) Forging, altering, reproducing, removing, destroying, or misusing any University document, record, or instrument of identification.

b. Plagiarism. Plagiarism includes, but is not limited to, the following:

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- (1) Using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment.
- (2) The unauthorized alteration or invention of a citation.
- (3) Buying or selling academic work for the purpose of submitting it for course completion.
- (4) Submitting academic work, or any part of academic work, completed for one course as work for another course without the express prior approval of both instructors.

- c. Prohibited behavior.** Engaging in any behavior related to course completion prohibited by the instructor or otherwise including but not limited to unauthorized collaboration and reliance on prohibited technological assistance/artificial intelligence tools.
- d. Misrepresenting facts for academic advantage.** Examples include but are not limited to providing false academic achievements and false medical documentation for academic extensions.
- e. Violation of University policy regarding intellectual property and research.** All data acquired through participation in University research programs is the property of the University and must be provided to the principal investigator. In addition, collaboration with the Office of Research and Economic Development for the assignment of rights, title, and interest in patentable inventions resulting from the research is also required. See FSH 3200 and 5400.

E-2. Disruption or misuse of University resources or property. This behavior includes but is not limited to the following:

- a. Theft or damage.** Attempted or actual theft of or damage to University property.
- b. Unauthorized possession.** Unauthorized possession, duplication, or use of University keys, lock combinations or other access codes or passwords that can be used to access University property or facilities.
- c. Unauthorized entry or use.** Unauthorized entry into or use of any University owned or managed building, space, outdoor area, or property. This also includes other restricted areas identified in APM 35.35.
- d. Violation of law or other policy.** Violation of local, state, federal or campus fire policies including but not limited to:

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1. Building or setting fire(s) without proper authorization as required by APM 35.25.
2. Removing or otherwise tampering with fire equipment or fire alarm systems.
3. Failure to promptly vacate a building
4. Intentionally or recklessly causing a fire that damages University or personal property or causes injury.
5. Causing, making, or circulating a false report or warning of fire, explosion or another emergency.

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E-3. Misuse of technology resources. Theft or other abuse of University computer facilities or resources. This includes but is not limited to the following:

- a. Unauthorized entry into, or transfer of a file.
- b. Using another individual's identification or password.
- c. Interfering with the normal operation of the University computing system or resources.
- d. Any violation of the University Computer Use Policy.
- e. Inappropriate or disproportionate use of an IT resource owned or controlled by the University.
- f. Using an IT resource for an illegal, threatening, or intentionally destructive purpose.
- g. Circumventing University system or network security measures.

E-4. Threat of harm or actual harm to a person's physical or mental health or safety. This behavior includes but is not limited to the following:

- a. **Behavior involving physical force or threat of physical force.** Behavior involving physical force that hurts another person or intimidation or threat of such force directed at another person where a reasonable person would believe the threat to be serious and imminent in nature. It includes the following:
 1. **Fighting.** Engaging in violence, combat, or aggression.
 2. **Assault.** Behavior intended to cause apprehension of harmful or offensive contact that causes apprehension of physical safety of another. The act required for an assault must be overt. Although words alone are insufficient, they may create an assault when coupled with some action that indicates the ability to carry out the threat and it creates a fear of it being carried out in the person the assault behavior is directed at.
 3. **Battery.** Actual and intentional unwanted touching or contact with another person, even if the physical injury is slight.

- 4. Use of a knife, gun, or other weapon.** The use of a knife, gun, or other weapon except in reasonable self-defense in any act of violence as defined in the Code.
- 5. Involuntary restraint or transport.** Restraining or transporting a person against their will.
- 6. Other.** Any action that threatens or endangers the physical health or safety of any person.

b. Prohibited harassment

1. General definition. Prohibited harassment is hostile or threatening conduct or speech, whether verbal, written, or symbolic, that ~~i:~~—
~~(a) Is sufficiently severe or pervasive, as viewed by a reasonable person under similar circumstances and with similar identities to the victim, and results in an objectively hostile or threatening environment that interferes with or diminishes another's ability to participate in or benefit from the services, activities, or privileges provided by the University. and~~

~~—(b) Describes with personal particularity or is personally directed to one or more specific individuals.~~

~~**2. Definitions used for sex- or gender-based harassment.** When harassment is sex- or gender-based, the definitions used to determine coverage can be found in FSH 6100. Violations that meet the definitions of FSH 6100 but that do not occur within the covered Applicability of paragraph B of that policy, may be investigated and determined under this Code.~~

23. Exception. Speech that is protected by the First Amendment to the United States Constitution, including relevant academic speech spoken in a classroom or writing assignment, protests and statements that do not meet the narrow definition described above, is not a violation of this Code, though it may go against community norms and may be harmful or hurtful to other members of the University community or members of certain groups.

c. Threatening or intimidating behavior. Threatening or intimidating behavior includes, but is not limited to:

- 1. Coercion.** The practice of persuading someone to do something by using force or threats.

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2. Bullying. Behavior seeking to harm, intimidate, or coerce another.

3. Deliberate destruction of or damage to property. Deliberate destruction of or damage to public or private property, where a reasonable person would believe that the full or partial intention of the act is to harass an individual or a group based on protected characteristics as defined in [FSH 3200 Policy of Nondiscrimination](#).

d. Hazing. Hazing includes, but is not limited to, any action or participation in any activity that (i) causes or intends to cause physical or mental discomfort or distress, (ii) may demean any person, regardless of location, intent, or consent of perpetrators or victims or (iii) destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts. They are also violations of this rule.

Hazing also includes any activity that compels a student to participate in any activity that is unlawful, publicly indecent, or contrary to the policies and regulations of the University, or any activity that unreasonably and materially interferes with a student's academic efforts.

E-5. Discrimination and retaliation.

a. Discrimination. Limiting or denying services, benefits, or opportunities of the University based on a protected status. Examples of prohibited discrimination can be found on the OCRI website or by directing inquiries to ocri@uidaho.edu.

A person can engage in prohibited discrimination even if the person belongs to has the same protected Class status as or does not mean to offend the target(s) of the conduct. Alleged discrimination will be referred to OCRI, the office responsible for investigating those claims using its complaint resolution processes.

Discrimination includes:

— Conduct prohibited by this Code, if based on a protected status, including harassment as defined in paragraph E-4.a, above.

1. Retaliation, as defined in paragraph E-5.b, below, when the protected activity is based on a protected status.

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3. Different treatment discrimination, meaning intentionally treating an individual or group differently based on a protected statusClass.
4. Disparate impact discrimination, meaning evenhandedly implementing a facially neutral practice or rule in a way that has an adverse impact on one or more individuals based on a protected Classtatus.

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a. e. conduct covered Sectionunder

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Discrimination. Discrimination includes conduct that violates the Board of Regent's or the University's nondiscrimination and antidiscrimination policies contained in FSH 3200, 3210, or 3215.

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b. Retaliation. Retaliation includes conduct that intimidates, interferes with, threatens, coerces, or otherwise discriminates against any individual because that individual opposes or reports a perceived wrongdoing, inequity, or violation of law or University policy, files a complaint alleging illegal or prohibited discrimination, participates in a grievance or response procedure, or participates in dispute resolution. Alleged retaliation when the protected activity is based on a protected status or when the alleged perpetrator is an employee will be referred to OCRI, the office responsible for investigating those claims using its complaint resolution processesa. Discrimination. Discrimination includes conduct that violates the Board of Regent's or the University's nondiscrimination and antidiscrimination policies contained in FSH 3200, 3210, or 3215.

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b. Retaliation. Retaliation includes conduct that intimidates, interferes with, threatens, coerces, or otherwise discriminates against any individual because that individual opposes or reports a perceived wrongdoing, inequity, or violation of law or University policy, files a complaint alleging illegal or prohibited discrimination, participates in a grievance or response procedure, or participates in dispute resolution.

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E-6. Disruption, obstruction, or interference with normal University activities. Members of the University community have the right to a campus that is free from unreasonable disruption, obstruction, or interference. Disrupting or obstructing normal University activities, including, but not limited to, all academic activities, University programming, athletic events, and administrative functions is prohibited. Examples include:

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- a. Classroom disruption: Behavior that interferes with the teaching or learning process in the classroom or educational setting and continues after an instructor's request to cease.
- b. Obstruction of the free flow of pedestrian or vehicular traffic on campus.
- c. Conduct that is lewd, indecent or disruptive that is not otherwise constitutionally protected speech.
- d. Falsifying, distorting, or misrepresenting information provided to the University.
- e. Interference with the student conduct system, which includes, but is not limited to, any of the following:
 - 1. Failure to cooperate with the University's investigation or disciplinary proceeding. If a party in a case does not want to participate because they believe that doing so would cause them to speak or offer evidence against themselves, and they notify the DOS that this is the reason they are choosing not to participate or only to participate partially, this violation will not apply.
 - 2. Disrupting or interfering with the University's investigation and student conduct proceedings.
 - 3. Making false allegations.
 - 4. Attempting to discourage an individual's proper participation in, or use of, the student conduct process.
 - 5. Harassment (verbal, physical, written, or electronic) or intimidation of any person participating in the University's investigation prior to, during, or after the investigation and conduct process concludes.
 - 6. Failure to comply with the outcome(s) imposed pursuant to the disciplinary process.
- f. Influencing or attempting to influence another person to commit any violation of the Code.
- g. Engaging in speech, including but not limited to verbal, electronic, or written communication, that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.

E-7. Use and Misuse of Substances

- a. **Smoking.** Smoking in violation of APM 35.28.
- b. **Drugs and controlled substances**

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1. Using, possessing, manufacturing, cultivating, selling, or distributing any state or federally controlled drug, designer/synthetic drug, or substance, including, but not limited to, cannabis, heroin, narcotics, or other controlled substances, in violation of any applicable law or University policy.
2. Possessing or using any paraphernalia used for drug consumption. Paraphernalia includes but is not limited to bongs, bowls, pipes, or any homemade smoking device.
3. Using, possessing, selling or distributing prescription or over-the-counter medications by an individual for whom it was not prescribed.
4. Inhaling or ingesting any substance (e.g., nitrous oxide, glue, paint, etc.) that is intended to alter a student's mental state without a prescription.
5. A violation may also occur when the odor of an illegal or controlled substance or drug is present when more than one individual can reasonably trace it to a specific individual.

c. Alcohol

1. Consuming, possessing, manufacturing, or distributing alcoholic beverages in violation of any applicable law or University policy (see APM 80.01 for alcohol permit requirements and APM 95.31 for alcohol policy).
2. For persons under 21, the use or possession of alcoholic beverages. public intoxication or excessive consumption of alcohol. disorderly or irresponsible conduct resulting from consumption of alcohol.
3. For persons over 21, the use or possession of alcohol in public areas where alcohol is not permitted. excessive consumption of alcohol resulting in disorderly or irresponsible conduct.
4. Selling, distributing, or furnishing alcohol to a person under 21 years of age.

E-8. Housing and living groups. Violations of any rules imposed by University Housing or living groups outlined in the Housing contract and Housing handbook.

E-9. Violation of University policy. Violation of published University policies, rules and regulations.

E-10. Violation of law. Any violation of federal law, state law, or local ordinance may be a violation of the Code, independent of the status of any civil or criminal litigation in court or criminal arrest and prosecution. Decisions made or outcomes imposed under this Code will not be subject to change because criminal charges arising out of the same facts were adjudicated in a civil or criminal court process. The University will cooperate as appropriate with law enforcement and other agencies in the enforcement of criminal law and in the conditions imposed by criminal courts for the rehabilitation of student violators provided that the conditions do not conflict with University policies.

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E-11. Furnishing false information, refusal to identify, and refusal to comply

- a. Furnishing false information or false representations to any person working for or authorized to act as an authority on behalf of the University.
- b. Refusal to identify oneself to an institutional representative in response to a request when on any University owned or managed property.
- c. Failure to comply with directions of a University official, law enforcement, fire department, or other government official acting in performance of their duties.
 - 1. Identification includes giving one's name, substantiated by a current driver license or student identification card or other official documentation, or by stating truthfully whether one is a student of the University or not.
 - 2. An institutional representative includes any employee, faculty member, or representative of the University, and any attorney, peace officer, or campus security officer of the University acting under the authority of the University.
- d. Using false identification or another individual's identification card to procure goods, entry or services.
- e. Submission of false information or withholding requested information at the time of admission or readmission.

E-12. Firearms, explosives, and other weapons. Possessing or using firearms, explosives, other weapons, projectile or explosive devices or substances, or dangerous chemicals in violation of APM 95.12, APM 35.34, or APM 35.35.

E-13. Disruption to community

- a. Attempted, threatened, or actual theft of or damage to another's property.
- b. Unauthorized entry into or use of another's property.
- c. Excessive noise, amplified sound, or music that produces a level of noise that disrupts members of the community.

F. Conduct resolution process

F-1. Reporting alleged violations

- a. The DOS will accept reports from anyone with knowledge of potential Code violations. Reports must be made to the DOS. Reports of Title IX and related violations covered by [FSH 6100](#) will not be reviewed under this Code but will be accepted by DOS and then forwarded to the Title IX Coordinator or other appropriate office for review. Allegations against Student Organizations will be addressed as per the Student Organization Code of Conduct, FSH 2350.

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- b. Reports should be in writing but may be reported orally to the appropriate University official. A report should be submitted as soon as possible after the incident takes place.

F-2. Initial review. The DOS will review all reports of Code violations. The purpose of the review is to gather relevant information concerning each allegation and determine whether further investigation is warranted. When appropriate, the DOS will transfer the notice and investigation process to the Office of Civil Rights & Investigations (OCRI). The initial review may include interviewing the involved parties and witnesses without formal notice.

F-3. Notice of allegation.

- a. Following the initial review, the hearing officer will determine whether to initiate the conduct resolution process. In order to initiate that process, the hearing officer will provide notice of reported Code violation(s) to the respondent.
- b. The notice informs the respondent of the reported Code violations including a short description of the basis of the reported violation.
- c. The notice may include resolution options if further investigation is not required. Resolution options are detailed in the Hearing Process section below. If further investigation is required, the notice will include details of the investigative process.
- d. The notice will include a link to or copy of this Code.
- e. The hearing officer must give the respondent an opportunity to meet in person within a reasonable time after the notice of allegation is delivered to the respondent. The meeting gives the respondent an opportunity to respond to the notice, present any information the respondent would like the hearing officer to consider, and provide the names of any witnesses the respondent would like the hearing officer to contact.
- f. If a respondent does not participate in the initial meeting, the hearing officer will make reasonable attempts to reach the respondent for five business days. If there is no response, the hearing officer will determine the appropriate resolution process.

F-4. Initial meeting. The hearing officer must give the respondent an opportunity to meet in person within a reasonable time after the notice of allegation is delivered to the respondent. The meeting gives the respondent an opportunity to respond to the notice, present any information the respondent would like the hearing officer to consider, and provide the names of any witnesses the respondent would like the hearing officer to contact.

F-5. Interim action.

- a. At any time before a final institutional decision, the Administrator, or designee, may impose restrictions on a student or separate the student from the University community pending the final institutional decision. If circumstances allow, the Administrator (or designee) should meet with the student prior to imposing the interim action.
- b. Other than issuance of no-contact orders, an interim action issued prior to a hearing before the Hearing Panel may only be imposed when
 1. The Administrator determines that the student represents a threat of serious harm to any person.
 2. The student is facing allegations of serious criminal activity.
 3. The action is necessary to preserve the integrity of the investigation.
 4. The action is necessary to preserve University property or the action is necessary to prevent disruption of, or interference with, the normal operations of the University.
- c. After the hearing decision, pending any response review of the decision, the Administrator may impose an outcome issued by the Hearing Panel as an interim action at the discretion of the Administrator.
- d. Interim actions may include, but are not limited to, the following:
 - Suspension from the University pending a final institutional decision.
 - Issuance of a no-contact order.
 - Exclusion from University property.
 - Removal from the residence halls.
 - Removal from extracurricular activities, including participation on athletic teams.
 - Withholding the award of a degree pending the conclusion of the investigation and hearing process. or
 - Any other action deemed necessary and appropriate by the Administrator to maintain orderly and appropriate University operations.
- e. When a student is suspended from the University, or directed not to attend certain classes, alternative coursework options may be pursued, with the approval of the Administrator and the appropriate college dean, to ensure as minimal an impact as possible on the responding student.

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- f. An interim action must be issued in writing and is effective when the Administrator delivers the Notice of Interim Action to the responding student either in person or by email sent to the student's official University of Idaho email account.
- g. The respondent may submit a response to the issuance of any interim action by filing a response with the Administrator. There are no formal procedures for this response, and the interim outcomes remain in effect unless removed by the Administrator.
- h. A violation of the provisions of an interim action will be considered a violation of the Code.

F-6. Informal resolution process: Decision by hearing officer

- a. During the initial meeting, the respondent may be given an opportunity to resolve the complaint informally. All parties must mutually agree to engage in the Informal Resolution Process. The Informal Resolution Process may also be used when the respondent is not participating.
- b. At any point in the Informal Resolution process, any party may request a Formal Resolution Process, described below. The hearing officer may refer a matter to Formal Resolution Process at any point during the Informal Resolution process.
- c. In the Informal Resolution Process, the hearing officer determines based on the preponderance of the evidence whether the respondent is responsible for a code violation and determines the outcomes. The hearing officer will first meet with the parties (if applicable), share available information, and hear their response, if any. A respondent may also accept responsibility for a Code violation at any point in the process. If the respondent accepts responsibility, the hearing officer will determine the outcomes.
- d. Informal Resolution decisions are not subject to response review.
- e. If the respondent does not participate and a decision is made through Informal Resolution, the respondent may request their case to be reopened. Requests must be made in accordance with the instructions in the outcome notice and received no later than five (5) days after that outcome notice. If the request is timely submitted, the hearing officer will offer to meet with the respondent. During that meeting the respondent can share information with the hearing officer. The hearing officer reserves the right to update the decision of responsibility and any applicable outcomes after meeting with the respondent. The

hearing officer will notify the respondent within five (5) days whether the decision of responsibility or applicable outcomes have changed.

F-7. Formal resolution process: Decision by Administrator or Student Conduct Board

a. Investigation

1. The University will investigate the allegations. At any time during the investigation, either the complainant or the respondent may, but is not required to, provide information to the investigator for consideration. Such information may include documentary information, the names of witnesses, witness statements, suggested questions to ask other Parties or other witnesses, etc. Except in the rare circumstances described in this Code, only information that is presented to the investigator may be used in a hearing.
2. The investigator will provide the interview summaries to all parties and witnesses to review and provide additional comments and clarifications. Comments must be received within five days of receiving the interview summaries. The investigator will revise the interview summaries based on relevant comments provided by the parties and witnesses.

b. Preliminary report review

1. At the conclusion of the investigation, the investigator will draft a Preliminary Report of Investigation (Preliminary Report). The preliminary report will include the steps taken during the investigation., a list of witnesses contacted. a detailed summary of any witness interviews. a detailed summary of any interviews of the respondent or complainant (if applicable). a detailed summary of any other information considered as part of the investigation. and complete copies of any relevant documentary evidence gathered during the investigation, including copies of documentary information provided by the respondent or the complainant.
2. The Preliminary Report will not include any conclusions, findings, or credibility analysis.
3. The parties will be provided an opportunity to review the Preliminary Report and may provide a written response to the

Preliminary Report within five days of the review of the report. A party will be deemed to have waived the right to review the report if the party does not make arrangements with the investigator to review the report within five days of being notified that the report is available to be reviewed. The written response may include requests for additional investigation, additional witnesses to interview, or additional questions to ask any witness.

4. After the time for submitting a written response to the Preliminary Report has passed, the investigator will review any responses received and determine whether additional investigation is needed. After addressing the responses, if any, the investigator will incorporate the responses into the final report.
5. The investigator has sole discretion of determining whether sufficient information has been obtained to end the investigation process.

c. Final Report of Investigation

1. The Final Report of Investigation (final report) will include the following:
 - Everything included in the Preliminary Report,
 - Complete copies of any timely-submitted written responses to the Preliminary Report,
 - A credibility analysis, and
 - Findings of facts.
2. The final report will be provided to the Administrator. The Administrator or designee will provide the final report simultaneously to the parties. The investigator may serve as the Administrator's designee to send out the final report to parties.
3. The credibility analysis is an analysis of the statements provided by each party and interviewee, as necessary, to determine whether the statements provided by that person are credible. The analysis may include a description of the person's demeanor during the interview(s), a comparison of statements made to known facts or statements from other witnesses, the person's ability to observe the event described, the person's bias, whether the person was under the influence of a controlled substance or alcohol, and any other information that a reasonable person would use to determine a person's credibility. Not every case will require a detailed credibility analysis of each interviewee, and the credibility analysis may be

part of the finding of facts. However, in cases where the credibility of the interviewee is material to the conclusion, there should generally be a separate credibility analysis.

4. The findings of facts will include a description of the basis for each finding. Each finding will be based on a more likely than not standard and will include a rationale based on supporting documentation or information such as information from the interviews, documentary information obtained during the investigation, and, if relevant to that finding, information regarding the credibility of the respondent, complainant and/or witnesses.

d. Review by Administrator

1. The final report will be provided to the Administrator. The Administrator or designee will provide the final report simultaneously to the parties. The parties may submit a written response to the final report to the Administrator no later than five days after the final report is provided to the parties. The Administrator may meet with the parties, separately, to discuss the final report.
2. Decisions are made either by the Student Conduct Board (SCB) after a hearing or by the Administrator after their review. A party may request that the matter be referred to the SCB for a hearing. The request must be in writing and must be submitted to the Administrator no later than five days after the final report is provided to the parties. The Administrator may also decide to refer matters to the SCB.

e. Decision by Administrator

1. If a matter is not referred to the SCB for a hearing, the Administrator will decide whether the respondent violated the Code. The Administrator will make the decision based on the information contained in the final report, the written responses to the report, if any, submitted to the Administrator by the parties, and, if the Administrator chooses to meet with the parties, the information provided at the meeting to the Administrator by the parties.
2. The Administrator will adopt the findings and credibility analysis contained in the final report if the Administrator finds that they are more likely than not to be accurate. Any additional or different

findings issued by the Administrator must be based on a more likely than not standard.

3. If the Administrator determines that the respondent violated the Code, the Administrator will determine the appropriate outcome.
4. The Administrator's decision will be in writing and include the basis for the decision. The written decision will be simultaneously provided to the parties.
5. The Administrator's decision may be subject to a response review in accordance with this Code.
6. At any time before the matter is submitted to the SCB, DOS may refer a charge of a violation of the Code to mediation or other forms of appropriate alternative resolution. All parties must agree to participate with DOS in an alternative resolution process.

f. Hearing and Decision by Student Conduct Board

1. **Student Conduct Board in general.** The description and makeup of the SCB can be found in FSH [1640.83](#).
2. **Conflict of interest.** A member of the SCB will not serve on any Hearing Panel or Response Review Panel in any case where the member has a conflict of interest or bias for or against either party.
3. **Training required.** A member cannot serve on either a Hearing Panel or Response Review Panel until the member has completed training as required by DOS.
4. **Confidentiality.** Proceedings before the SCB, whether before a Hearing Panel or Response Review Panel, are confidential and protected by the Family Educational Rights and Privacy Act (FERPA). In specific disciplinary cases, members of the SCB must protect the confidentiality of the information they receive in fulfilling their duties as members of the SCB. Panel members must not discuss specific cases or share any information regarding specific disciplinary cases or their deliberations with anyone other than the SCB Chair, the Office of General Counsel, the Administrator, or fellow panel members appointed to the same panel in that specific case, and in all such instances, the discussion or sharing of information must be reasonably necessary for the panel's consideration of the specific case.

- 5. Notice of Hearing.** In matters referred to the SCB, the Administrator (or designee) must send written notice of the hearing to the SCB and the parties. The notice will include the following:
- a. the specific provision(s) of the Code the respondent is accused of violating.
 - b. a short description of the basis of the alleged violation,
 - c. the date and time for the hearing, and
 - d. the deadline for submitting written materials to the Administrator.
 - e. a link to or copy of the final report and any responses to the final report which were timely submitted to the Administrator.

6. Scheduling

The hearing will be held no fewer than five days after the notice is provided to the parties, unless extended by the Administrator. It is each party's responsibility to inform the panel chair and the Administrator of scheduling conflicts no less than three days prior to the scheduled hearing. The Administrator will have the sole discretion as to whether to reschedule the hearing. Except in cases of grave or unforeseen circumstances, if either party fails to appear, the hearing will proceed as scheduled.

7. Consolidation

If a report of a violation of the Code involves more than one respondent, the Hearing Panel will conduct a joint hearing with all respondents. However, the panel chair may permit the hearing pertinent to each respondent to be conducted separately. In joint hearings, separate decisions of responsibility will be made for each respondent.

8. Composition of the Hearing or Response Review Panel

- a. The chair of the SCB will appoint three to five members of the SCB to serve as a Hearing Panel to review each matter.
- b. The chair of the SCB will appoint one of the Hearing Panel members to serve as chair of the panel. If procedures call for the appointment of three or more members to serve on a Hearing Panel or Response Review Panel, the chair of the SCB should endeavor to appoint at least one student to the Hearing Panel or Response Review Panel. A student may not serve as chair of the Hearing Panel or Response Review Panel.

- c. The Administrator (or designee) will serve as a non-voting, ex-officio member of every Hearing Panel and may be present and available as a resource during all deliberations.

9. Pre-hearing procedures. In every case submitted to a Hearing Panel, the parties may submit written materials for the panel to review as part of its decision. To be considered by the Hearing Panel, all written materials must be submitted to the Administrator prior to the deadline set forth in the notice. The Administrator will ensure that any materials timely submitted are distributed to the parties and the Hearing Panel prior to the hearing. The written materials may only consist of the following:

- a. Suggested questions for the panel to ask the respondent or the complainant.
- b. Written discussion or argument addressing the information contained in the final report.
- c. Information (as opposed to a discussion of the information contained in the report) that was not considered by the investigators in the final report only if the information was not available prior to the completion of the final report or if the information was provided to the investigator prior to the completion of the investigation but the information was not included in the final report.

10. Hearing logistics

- a. The hearing will be held at the time and place listed in the notice.
- b. All hearings are closed to the public. The only people allowed to be present during the hearing are the parties, each individual party's Advisor, the investigator(s), the Administrator, members of the Hearing Panel, and others only if requested by DOS.
- c. Hearings may be held in person or using secure video conferencing software supported by the University. The University will make a single record of all hearings. Hearing Panel deliberations are not recorded. Failure to record the hearing for any reason is not to be considered a procedural error that substantially impacts the decision and will not be grounds for response review or reversal of the Hearing Panel's decision. All parties will work with the Administrator for access to the software and a private secure space to use the software.

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- d. All parties are invited to fully participate in the hearing. The administrator may grant any party the ability to attend the hearing, answer questions, and make a statement from behind a partition, from another room, or through another alternative method.
- e. The complainant, if any, may only be present during the portion of the hearing where the Hearing Panel questions the complainant, unless the Administrator determines in appropriate cases that the complainant may remain for the entire hearing. In extraordinary circumstances, if the investigator is unable to be present at the hearing, the DOS may designate a representative to be there in the place of the investigator. Neither the complainant nor the respondent is required to speak at the hearing.
- f. The panel chair may give permission for others to attend the hearing in the panel chair's discretion, after consultation with the Administrator. Additional witnesses may be called by the chair after consultation with the Administrator if additional witnesses are necessary for the Hearing Panel to properly resolve the case. The intention of the Code is that the final report, in most cases, should provide a sufficient basis for the Hearing Panel's decision, recognizing that the parties may speak in person to the Hearing Panel and to respond to the final report.
- g. Only the chair of the Hearing Panel may ask questions during the hearing and doing so is at the sole discretion of the chair. However, the chair may seek input from panel members on areas for questioning. The parties may submit suggested questions in writing if the questions are received prior to the deadline for submitting written materials contained in the notice. Questions based on information that arises during the hearing may be submitted in writing during the hearing at the discretion of the panel chair.
- h. The hearing will generally be conducted as follows:
 - i. Introductions to those present
 - ii. Summary of the hearing process
 - iii. Explanation of the charges against the respondent

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- iv. Opening statement by the complainant (if applicable) addressing the final report and the allegations that the respondent violated the Code.
- v. Opening statement by the respondent addressing the final report and the allegations that the respondent violated the Code.
- vi. Questions, if any, by the Hearing Panel chair for the investigator(s) or the parties.
- vii. Final statements by the parties.
- viii. All parties dismissed, and the recording of the hearing is stopped.
- ix. Hearing Panel deliberation.

11. Hearing Panel decision.

- a. All Hearing Panel decisions will be made by a majority vote.
- b. In making its decision, the Hearing Panel will consider all relevant information from the following sources:
 - i. The final report, including the findings and conclusions contained in the report.
 - ii. Any written information provided by the parties as provided above.
 - iii. The information received at the hearing.
- c. The Hearing Panel should adopt the findings and credibility analysis contained in the Final Report, unless the Hearing Panel finds that the information presented at the hearing warrants a different finding. Any findings issued by the Hearing Panel must be based on a more likely than not standard.
- d. The Administrator will also serve as a resource to the Hearing Panel, including to help ensure that outcomes are reasonably consistent among similar cases. If the Hearing Panel determines that a respondent is responsible for a violation of this Code, the Administrator will inform the panel of any previous conduct violations or other relevant disciplinary actions involving the respondent.
- e. The Hearing Panel will not consider previous findings in any legal or campus proceeding when determining responsibility for violation of this Code. The Hearing Panel may consider such previous findings solely when determining outcomes after a finding of responsibility is made.

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- f. The Hearing Panel will issue a written decision within 10 days after completing deliberations. If the Hearing Panel needs additional time to issue the written decision, the Administrator will notify the parties. The panel chair will provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.
- g. The Hearing Panel may return the matter for additional investigation if the Hearing Panel determines that:
 - i. The investigator failed to properly investigate the allegation and the failure was substantial and impacted the decision. or
 - ii. There is new information that could substantially affect the decision and the new information could not have been discovered before the issuance of the final report.

F-8. Response to the Formal Resolution Process Decision

- a. Any party may respond to the Formal Resolution Process decision, whether it was made by the Administrator or the SCB.
- b. Responses are not limited to arguments that the Hearing Panel decision should be overturned or modified but can be statements in support of the findings using the factors for response established below. That is to say, the Response is an opportunity to argue in favor of, or against, the decision based on the specific listed factors.
- c. Outcomes imposed by the Hearing Panel will not go into effect until either the deadline for a response has expired and no response has been filed or until the decision is upheld after response. However, the Administrator may impose any outcome issued by the Hearing Panel as an interim action pending the response review.
- d. Any party may submit a response to the Administrator's, Hearing Officer's, or Hearing Panel's final decision. Responses must be submitted in writing to the Administrator and must set forth the grounds for the response. The response must be filed no later than five days after the decision is delivered to the parties. Responses are to be directed to the University and will not be provided to other parties in the case, if any. There is no expectation that the response be of a certain level of formality or read like a legal filing.
- e. Responses are limited to the following grounds:

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1. A conflict of interest by a decision maker that significantly impacted the outcome of the hearing or a procedural error in the investigation process that significantly impacted the outcome of the hearing.
2. New information, unavailable during the investigation or hearing, or information that was technically available but for which no reasonable person would have sought that information in advance of the hearing, as the need for the information or its evidentiary value did not reasonably arise until during the hearing, and that would likely have substantially impacted the original finding or outcome if known.
3. The outcomes imposed are substantially disproportionate to the severity of the violation. Note that the imposition of an administrative fee is not a outcome, and therefore cannot be reversed or modified.

f. A response review will be limited to a review of the decision, the final report, any written material considered in the decision, the recording of the hearing held before the Hearing Panel, and- any written materials submitted with the response. Where a response is based on the discovery of new information, the new information may be considered only to determine whether the information was unavailable at the time of the decision and whether the new information would likely have substantially impacted the original finding or outcome if known.

g. Response review procedure

1. The chair of the SCB will appoint three to five members of the SCB to serve on the Response Review Panel and will designate one member to serve as chair of the Response Review Panel. Any member who served on the Hearing Panel will not serve on the Response Review Panel on the same case. A student may not serve as chair of a Response Review Panel.
2. The Response Review Panel will issue a written decision. The decision should be issued within 15 days of receiving the response or responses. The chair of the Response Review Panel will provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.
3. The Response Review Panel may:
 - a. Uphold the Administrator's, Hearing Officer's, or Hearing Panel's decision.

- b. Uphold the finding that the respondent violated the code but revise the outcome(s).
- c. Return the matter for reconsideration. or
- d. Return the matter for additional investigation.

h. Unless the case is returned for reconsideration or to the investigator for additional investigation, the decision of the Response Review Panel is the final institutional decision. If the decision upholds the finding that the respondent violated the Code, the outcomes imposed will go into effect immediately.

F-9. Supplemental process and standards applying to allegations of academic dishonesty

- a. Academic dishonesty allegations are processed following the Conduct Resolution Processes in this Code. Following a report to DOS of instances or concerns of academic dishonesty, DOS will investigate the incident and will determine if there is a code violation, resulting in potential outcomes intended to address acts of academic dishonesty. Instructors may issue an academic outcome separate from any outcome that the DOS may impose if under this Code there is a finding of responsibility for academic dishonesty/misconduct.
- b. The following information supplements the resolution processes in cases of academic dishonesty:
 - i. When the alleged academic dishonesty is discovered by the instructor, the instructor will notify the student of the allegation of academic dishonesty and will notify DOS.
 - ii. DOS receives the report and communicates with the instructor on the process of resolving the complaint.
 - iii. The instructor will have an opportunity to provide additional information regarding the allegation.
 - iv. DOS will meet with the student and may seek additional information from the instructor.
 - v. The instructor is included in the following communication with the student: the notice of allegation and decision letter.
 - vi. If the student chooses an informal process, DOS will meet with the student and provide an informal decision, consistent with policies, progressive discipline, and other previous and similar examples of academic dishonesty. The outcome of an informal process is not eligible for Response Review.

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- vii. If the student chooses a formal process, the hearing officer will conduct a formal investigation and will interview the instructor and other witnesses as part of the investigation.
- viii. In disciplinary cases involving allegations of academic dishonesty, a majority of the Hearing Panel or Response Review Panel should be faculty members.
- ix. The instructor will not issue an academic outcome until after the conclusion of the resolution process, including any responses, and after the decision is communicated to the student.
- x. The resolution decision of DOS, subject to the Response Review process outlined in this Code, is final.
- xi. In situations where grades need to be submitted and the process is not yet complete, the instructor will enter a grade of "incomplete" until the process is complete.
- xii. In situations where the instructor is no longer in their position prior to the completion of the conduct process, the instructor of record or the chair of the department may be asked to step in to finish the conduct process and the instructor may coordinate the final grade based on the totality of the academic performance.

F-10. Outcomes.

a. Outcomes may be imposed for any student determined to have violated the Code. Possible outcomes include, but are not limited to:

- **Warning:** Written notice to the student.
- **Probation:** Written reprimand accompanied by a probationary period during which the student must not violate the Code to avoid more severe disciplinary outcomes.
- **Loss of privileges:** Denial of specified privileges for a designated period of time.
- **Restitution:** Compensation for loss, damage, or injury. This may take the form of appropriate service or monetary or material replacement.
- **Educational outcomes:** Completion of work assignments, essays, service to the University, community service, workshops, or other related educational assignments.
- **Deferred suspension:** The last opportunity before being suspended, which remains in place until the natural end of the academic relationship with the University.

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- **Housing suspension:** Separation of the student from University Housing for a definite period of time, after which the student is eligible to return. Conditions for return may be specified.
- **Housing expulsion:** Permanent separation of the student from University Housing.
- **University suspension:** Separation of the student from the University for a definite period, after which the student is eligible to return. Conditions for return may be specified.
- **University expulsion:** Permanent separation of the student from the University.
- **Revocation of admission:** Admission to the University may be revoked .
- **Revocation of degree:** A degree awarded from the University may be revoked.
- **Withholding of degree:** The University may withhold awarding a degree otherwise earned until the completion of all outcomes imposed.

b. More than one of the outcomes listed above may be imposed for any single violation.

c. A student who fails to comply with the outcome(s) imposed will have a disciplinary hold placed on their record until the student complies with all outcome(s) imposed.

d. Disciplinary outcomes other than suspension, expulsion or revocation or withholding of a degree will not be made part of the student's permanent academic record but will become part of the student's disciplinary record. Such outcomes will be expunged from the student's disciplinary record seven years after final disposition of the case unless the University is legally required to maintain them for a further time.

G. MISCELLANEOUS

G-1. Role of an advisor. In accordance with the educational purpose of the Code, all students, including respondents and complainants, are expected to speak for themselves at all stages of proceedings under the Code, including, but not limited to, during the investigation, hearing, and any response. Any student may have an Advisor present at any time during any interview, meeting, or proceeding under the Code, but the Advisor's role is to advise the student, not to speak for the student or make any presentation on behalf of the student. The student may, at any time and for a reasonable period of time, confer with the Advisor. If the University official conducting the proceeding determines at any time that the Advisor is acting outside of these parameters, the Advisor may be required to leave the proceeding at the official's discretion. In appropriate circumstances, at the sole discretion of the University official

conducting the proceeding, the University official may allow the Advisor to speak on behalf of the student or make a presentation on behalf of the student.

G-2. Administrative fee. Any time a student is found to have violated the Code, except in situations where the hearing officer issues only a warning, the hearing officer may charge the student an administrative fee of \$150. This is not considered an outcome and will not be a subject of a response review.

G-3. Parent notification. The University may notify parents of students under the age of 21 when a student has been found to have committed a drug- or alcohol-related violation. This is not considered an outcome and may not be a subject of a response review. The decision as to whether to notify the parents or not rests entirely within the discretion of DOS.

G-4. Training. All members of the SCB, the Administrator, and the investigators will receive annual training in accordance with the requirements of the policies of the Board of Regents of the University of Idaho and the Idaho State Board of Education, as well as all applicable federal and state laws.

G-5. Timeframe. With the exception of deadlines for requesting a hearing before the SCB (see section F.7) or for filing a response (see section F.8), all other timeframes contained in the Code are suggested timeframes. While the timeframes should be followed absent exceptional circumstances, the failure to conduct any action within a designated timeframe is not grounds for response review or reversal of any decision.

G-6. Interpretation. Any question of interpretation regarding the Code or these procedures will be referred to the Administrator or their designee for final decision.

G-7. Disclosure. The University will, upon written request, disclose to the alleged victim of any crime of violence (as that term is defined in section 16 of Title 18, United States Code), incest, or statutory rape, the report on the results of any disciplinary proceeding conducted by the University against a student who is the alleged perpetrator of such crime or offense with respect to such crime or offense. If the reporting victim of such crime or offense is deceased as a result of such crime or offense, the next of kin of such victim will be treated as the victim for purposes of this paragraph.

G-8. Review by President: Any decision or action taken under the Code may be reviewed by the President at the President's discretion.

G-9. Review by Board of Regents: Board of Regents review of a final institutional decision to the Board of Regents is governed by Idaho State Board of Education Governing Policies and Procedures Section III.P.17.

Version History

UI FACULTY-STAFF HANDBOOK
Chapter II: STUDENT AFFAIRS POLICIES
Section 2300: STUDENT CODE OF CONDUCT & CONDUCT RESOLUTION PROCESS

Amended October 2023: Interim policy. Changes to B-2 to clarify jurisdiction of OCRI, added definition of protected status, changes to E-4 regarding prohibited harassment and E-5 regarding discrimination and retaliation.

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Amended August 2023. Editorial and legal edits.

Amended August 2023: Interim policy. Complete rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student Code of Conduct were combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. FSH 2400 was deleted. Procedure related to Title IX sexual harassment was removed to align with the recently revised FSH 6100.

Amended July 2021. Editorial changes.

Amended July 2014. All disciplinary language from FSH 2300 Student Code of Conduct was consolidated into FSH 2400 and updated removing redundancies in policy.

Amended July 2009. Editorial changes.

Amended January 2007. Reformatted the Student Code of Conduct into subsections for easier management of judicial cases

Amended July 2005. Revised Article II, Section 2.

Amended July 1998. Revised Article II.

Amended July 1993.

Amended July 1992.

Adopted July 1970.



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition x Revision* Deletion* Interim Minor Amendment
Policy Number & Title: **FSH 2300 STUDENT CODE OF CONDUCT**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Cari Fealy, Associate Dean of Students

Policy sponsor, if different from originator: Blaine Eckles, Dean of Students

Reviewed by General Counsel: __Yes X__No Name & Date: Review pending

Comprehensive review? _x_Yes __No

- Policy/Procedure Statement:** Briefly explain the reason for the proposed change. Comprehensive review resulting in rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student Code of Conduct have been combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. This policy revision is accompanied by the proposed deletion of FSH 2400.

The following are the major changes to the policy:

- The policy was rewritten using language more accessible and understandable for students.
- The Code of Conduct and conduct process were combined in a single policy for ease of use.
- Removed processes related to Title IX sexual harassment to align with the recently revised FSH 6100.
- Added clarifying language around academic dishonesty resolution.
- Added language aligning with case law to follow best practices in student conduct policies.
- Added a section on free speech.

- Fiscal Impact:** What fiscal impact, if any, will this change have?

No direct impact.

- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 2400
FSH 6100

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

2300

STUDENT CODE OF CONDUCT & RESOLUTION PROCESS

CONTENTS:

- A. Introduction**
- B. Purpose**
- C. Scope**
- D. Definitions**
- E. Prohibited conduct**
- F. Conduct resolution process**
- G. Miscellaneous**

A. Introduction

A-1. The University of Idaho is committed to creating and maintaining a productive living-and-learning community that fosters the intellectual, personal, cultural, and ethical development of its students. Self-discipline and respect for the rights and privileges of others are essential to the educational process and to good citizenship. Student expectations include:

- Students are expected to show respect for order, civility, and respect for the rights of others within and without the University as these attributes are demanded of good citizens.
- Students are expected to uphold the rights and dignity of others regardless of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation or gender identity..
- Students are expected to uphold the integrity of the University as a community of scholars in which free speech is available to all and intellectual honesty is demanded of all.
- Students are expected to respect University policies as well as local, state, and federal law.

A-2. The University of Idaho conduct process works to balance the safety and security of the members of the University of Idaho community through personal accountability, reflection, and growth. Students have an opportunity to reflect on their choices, understand how their actions have an impact on those around them, and grow from the experience.

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A-3. The University strives to provide a fair and consistent student conduct process based on university policy and best practices. By educating students to better understand how their decisions affect themselves and their community they learn reflection, follow-up, and accountability. The Dean of Students Office collaborates with campus and community partners to provide resources and support to students.

B. Purpose

B-1. The Student Code of Conduct & Conduct Resolution Process (“the Code”) contains prohibited student conduct and regulations for addressing reports of of such conduct in a manner consistent with the requirements of procedural due process. In addition to the general expectations for conduct as set forth in this chapter, it contains a description of prohibited conduct.

B-2. The Dean of Students or their designee (referred to collectively in the Code as “the DOS”) has primary authority and responsibility for the administration of the Code, except that the Director of the University’s Office of Civil Rights and Investigations (“OCRI”) has primary authority and responsibility for the administration of prohibited student conduct that includes allegations of discrimination, as defined in the Code. We invite you to learn more about the interplay between the Code and OCRI’s policies, procedures, and processes by visiting [OCRI’s website](#) or directing inquiries to ocri@uidaho.edu.

The DOS, upon finding, in its discretion, that there is a conflict of interest, or for other reasons necessary to effectuate the policy, may appoint an external person to serve in any of the roles created in the Code. The Dean of Students works with faculty, staff, hearing officers, and/or the student conduct board in the disposition of Student Code of Conduct violations. There is no standard discipline that applies to violations of the Student Code of Conduct. In deciding the outcome in each situation, the Dean of Students will consider, among other factors, the nature and seriousness of the behavior, the motivation underlying the behavior, and precedent in similar cases.

B-3. The Code does not restrict protected speech, even speech that some may find objectionable. The interplay between freedom of speech and expectations for students is complex and we invite you to learn more about freedom of speech and the Dean of Students office student conduct processes as they relate to freedom of speech by directing inquiries to askjoe@uidaho.edu.

B-4. The University bears the burden of proving that a student engaged in misconduct by a preponderance of evidence. A “preponderance of evidence” means that quantity and quality of evidence which, when fairly considered, produces the stronger impression, and has the greater weight, and is more convincing as to its truth than the evidence in opposition – or in other words, the facts as determined by the Hearing Officer or Board indicate that it is more likely than not that the student violated the Code. Formal rules of evidence applied in courtroom proceedings do not

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apply to this process. Evidence that is determined to be relevant to a case, by the Hearing Officer, Administrator, or Board Chair, is admissible at a hearing. This may include direct evidence, circumstantial evidence, documentary evidence, hearsay evidence, and signed statements. Admitting evidence does not imply that the evidence carries specific level of weight, including persuasiveness and credibility. Unduly repetitive information is not relevant.

B-5. The administration of the Student Code of Conduct and Student Conduct Process applies affirmative action and equal opportunity standards consistent with FSH 3060 and 3065. Additionally, the Code is supported by nondiscrimination practices and definitions in FSH 3200, 3210, 3215, and 6100.

C. Scope

C-1. Individuals subject to the Code

a. Students

1. By enrolling at the University of Idaho, students voluntarily accept responsibility for compliance with all University policies including the Code.
2. Students are responsible for their behavior from time of admittance to the University through the awarding of a degree, even though conduct may occur before classes begin or after classes end. Students are responsible for their conduct during the academic year and during periods between enrollment terms.
3. The University recognizes that students may also be employees, and their conduct may be subject to review and discipline under the Code and any applicable employment policies.

b. Reporting parties. Employees and students who are reporting student behavior that may be prohibited by the Student Code of Conduct.

c. Other. Employees and students who are otherwise involved in the conduct process.

C-2. Behavior subject to the Code

a. The Code applies to conduct that occurs on University property, within or at University-sponsored activities, off campus, online, or through other electronic means.

b. The University may address off-campus behaviors when the Dean of Students determines that the off-campus conduct affects a University interest. University interests include but are not limited to health and safety, protection of rights or property of others and promoting the University's mission.

c. Jurisdiction for the DOS to address student behavior or misconduct begins upon admission and ends at commencement. If serious misconduct was committed while a student was enrolled but is reported after graduation, the University may invoke the disciplinary process referred to in Article III and may revoke the student's degree if they are found responsible.

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- d. If a student withdraws from school while a conduct matter is pending, the Code remains applicable to the student's conduct prior to withdrawal.
- e. The University reserves the right to proceed with the conduct process in a student's absence or to delay the process until the student seeks re-enrollment.
- f. Depending on conduct process outcomes, a hold may be placed on the student's ability to re-enroll and the student may be required to satisfy all outcome requirements prior to re-enrollment eligibility.
- g. Behavior conducted online, or through any other electronic medium, including online postings, video, photographs, blogs, web postings, chats, and social networking sites is in the public sphere and is not private and falls within the jurisdiction of the Code provided the other criteria, e.g., student status, are satisfied.
- h. If the prohibited conduct involves a student organization, the individual students are subject to the Code, and the organization is subject to FSH 2350 Student Organization Code and Resolution Process.
- i. DOS encourages all behavior to be reported in a timely manner but understands that barriers may exist to reporting prohibited behavior and that some reported behavior warrants DOS review for conduct proceedings even if the reported behavior occurred well in the past. DOS has discretion to initiate conduct proceedings for all reported behaviors, regardless of time of occurrence, based on the nature of and totality of the circumstances.

D. Definitions. The following definitions explain the terminology used in the Code. Particular code violations are listed and defined in Section E Prohibited conduct.

D-1. Academic dishonesty: Intentional participation in deceptive practice in one's academic work or the academic work of others. Examples include cheating, fraud, plagiarism, or falsification of research results and are individually addressed and more fully defined in Article II .

D-2: Academic outcome: A consequence imposed by instructors for findings of academic dishonesty. Academic outcomes include, but are not limited to, grade adjustments, failing a class, or resubmission of academic work.

D-3: Academic work: Any academic work required for completion of academic requirements in a course. Academic work includes but is not limited to assignments, quizzes, examinations, problem solving, class exercises, and/or drafts of work.

D-4: Administrator: The Dean of Students or designee will serve as the administrator. The administrator can serve as a decision-maker and is the non-voting advisor to the Student Conduct Board and each SCB hearing panel.

D-5: Advisor: The person of the student's choosing who has agreed to

advise the student during the University disciplinary process and attend scheduled meetings with the student. The Advisor's role is simply to advise the student, and the Advisor is not permitted to speak during hearings, conferences, or interviews unless allowed by the University official conducting the interview.

D-6: Complainant: An individual who is alleged to have been subjected to conduct that could constitute prohibited conduct under the Code. There may be more than one complainant for an incident. In certain circumstances, the Dean of Students or another University official may initiate a resolution process under the Code against one or more respondents on behalf of the University where there is not a complainant in the incident, the complainant(s) is(are) unknown, or the complainant(s) does(do) not wish to participate in the resolution process. Initiating a resolution process under the Code does not suggest that the allegations are credible or have merit or that there is evidence sufficient to determine responsibility. The Dean of Students or other University official who initiates the resolution process does not become a complainant or other party to the resolution process and still serves free from bias or conflict of interest for or against any party in the process.

D-7: Conduct decision: A written decision determining the resolution of the reported behavior. The decision will include a finding of responsible or not responsible and any applicable outcomes.

D-8: Conduct record: The student conduct record maintained by the Dean of Students in connection with a reported or substantiated violation of the Code. The student conduct record may include complaints, notices, hearing records, conduct findings, outcomes, and other documents deemed relevant by the Dean of Students.

D-9: Consent: Knowing, voluntary, and clear permission by word or action to engage in activity with another individual(s), not limited to sexual activity. Consent can be withdrawn at any time upon notice, by word or action, to the other party.

D-10: Days: Days that the University is open for business, not including Saturdays, Sundays, Fall Recess, Winter Recess, Spring Recess, or University holidays.

D-11: DOS: The Office of the Dean of Students, which is responsible for the administration of the Student Code of Conduct and includes the Dean of Students and their designees.

D-12: Educational setting: All academic, educational, extracurricular, athletic, and other programs of the University of Idaho, regardless of location, and including online formats.

D-13: Finding: A conclusion reached as result of an inquiry, investigation, or hearing and is also referred to as a decision.

D-14: Formal resolution process: A conduct process by which notice and opportunity to be heard is provided and that often includes a student conduct process occurring before a Hearing Officer or Student Conduct Board which issues a written decision following the hearing.

D-15: Hearing: A formal process maintained by the University to review and address allegations of violations of the Code that follows the process and rules outlined in the Code but is not subject to other external rules (such as federal or state evidentiary rules or procedures).

D-16: Hearing officer: A person appointed by the Administrator to serve as the person presiding over a hearing. The hearing officer investigates the alleged behavior and administers the conduct process for informal resolutions. The Administrator may also serve as the hearing officer.

D-17: Hearing panel: A panel composed of members of the Student Conduct Board, who are selected by the Student Conduct Board chairperson for purposes of hearing a formal resolution process and issuing a written decision that may include findings of responsibility of Code violation.

D-18: Informal resolution process: An alternative method of resolving a matter under the Code, entered into voluntarily by all parties and the University, that seeks to address and resolve the alleged conduct or harm without the use of the formal resolution process outlined below.

D-19: Instructor: In cases of academic dishonesty, the instructor may be the faculty member, teaching assistant, or other employee responsible for course instruction.

D-20: Investigator: The person assigned by the University to investigate a report of a violation of the Code.

D-21: Mediation: An intervention between conflicting parties to promote reconciliation, settlement, or compromise.

D-22: Misconduct: Behavior that is prohibited by the Student Code of Conduct or that violates a University directive or policy.

D-23: Office of Civil Rights & Investigations (OCRI): The Office at the University that is responsible for ensuring compliance with federal and state laws and University policies related to discrimination or harassment based on a protected class. This includes retaliation when engaging in a protected process. OCRI undertakes necessary investigations and prepares recommendations and written reports that may be reviewed by the DOS for further conduct processes related to the underlying facts investigated and the nature of the reported behaviors of students investigated by their office.

D-24: Outcome: Disciplinary or corrective action imposed by the deciding body of a student conduct process following a finding of student misconduct. The term includes, but is not limited to, educational programming, restitution, community service activities, apology letters, probation (including denial of specified University privileges), suspension, termination, or other such outcomes deemed appropriate.

D-25: Parties: The Respondent(s) and the Complainant(s).

D-26: Policy: The written regulations of the University as found in, but not limited to, the Faculty Staff Handbook, including the Student Code of Conduct, the Administrative Procedures Manual, the Residence Hall Handbook, all Housing and Residence Life policies, and Graduate and Undergraduate Catalogs.

D-27: Protected Status: Protected status includes race, color, religion, national origin, age, protected military status, disability, family status, genetic information, creed, or sex (including pregnancy, parenting, sexual orientation, or gender identity or expression).

D-28: More likely than not standard: The standard of evidence that is used to decide responsibility of Code violation in a hearing, it means that it is more likely than not, based upon the totality of all relevant evidence and reasonable inferences from the evidence, that there is a violation of the Code.

D-29: Probation: The process or period of observing the character or abilities of a student to determine whether other corrective action should occur. An additional resolution process is not necessary to modify outcomes following a finding of misconduct where probation is imposed. The DOS has discretion to modify the terms of probation as necessary based on the information available to the DOS during a student's probation.

D-30: Respondent: The student who is alleged to have violated the Code.

D-31: Student: Includes, but is not limited to, all persons admitted to the University, either full time or part time, online or in person, to pursue undergraduate, graduate, or professional studies, and includes non-degree seeking students. The following persons are also considered "students":

- a. Persons who are suspended, or those who withdraw or graduate after allegedly violating the Code of Conduct.
- b. Persons who are eligible to enroll for classes without applying for re-admission.
- c. Individuals participating in the American Language and Culture Program,

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Independent Study of Idaho sponsored by the University of Idaho, the University of Idaho International Student Success Program (UI-ISSP), or any other similar educational program of the University.

D-32: The Code: The Student Code of Conduct and Conduct Resolution Process.

D-33: Student Conduct Administrator (Administrator): The University of Idaho official designated by the DOS to serve as an investigator or hearing officer. It will also include the Administrator's designee.

D-34: Student Conduct Board (SCB): The formal body that reviews student conduct matters, as set forth in the Code.

D-35: Weapon: Weapon is defined in APM 95.12.

E. Prohibited conduct. Specific behaviors of misconduct are identified and defined below.

E-1. Academic dishonesty. Acts of academic dishonesty include but are not limited to the following:

- a. **Cheating.** Cheating includes, but is not limited to, the following actions as they relate to academic work:
 - 1. Using, purchasing, providing, or possessing unauthorized materials, sources, or assistance without authorization from the instructor.
 - 2. Copying from another's academic work either for the student's own use or for the use of others.
 - 3. Sharing academic work without prior permission from instructor.
 - 4. Acquiring, without written or verbal permission, tests or other academic material belonging to the instructor or another member of the University faculty or staff.
 - 5. Completing academic work for someone else or having someone else complete academic work on your behalf.
 - 6. Representing another student in a class for attendance or participation purposes or asking another person for representation for attendance or participation purposes.
 - 7. Fabrication or falsification of data, research or academic content and the unauthorized alteration or invention of any information or citation.
 - 8. Forging, altering, reproducing, removing, destroying, or misusing any University document, record, or instrument of identification.

b. **Plagiarism.** Plagiarism includes, but is not limited to, the following:

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1. Using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment.
 2. The unauthorized alteration or invention of a citation.
 3. Buying or selling academic work for the purpose of submitting it for course completion.
 4. Submitting academic work, or any part of academic work, completed for one course as work for another course without the express prior approval of both instructors.
- c. **Prohibited behavior.** Engaging in any behavior related to course completion prohibited by the instructor or otherwise including but not limited to unauthorized collaboration and reliance on prohibited technological assistance/artificial intelligence tools.
- d. **Misrepresenting facts for academic advantage.** Examples include but are not limited to providing false academic achievements and false medical documentation for academic extensions.
- e. **Violation of University policy regarding intellectual property and research.** All data acquired through participation in University research programs is the property of the University and must be provided to the principal investigator. In addition, collaboration with the Office of Research and Economic Development for the assignment of rights, title, and interest in patentable inventions resulting from the research is also required. See FSH 3200 and 5400.

E-2. Disruption or misuse of University resources or property. This behavior includes but is not limited to the following:

- a. **Theft or damage.** Attempted or actual theft of or damage to University property.
- b. **Unauthorized possession.** Unauthorized possession, duplication, or use of University keys, lock combinations or other access codes or passwords that can be used to access University property or facilities.
- c. **Unauthorized entry or use.** Unauthorized entry into or use of any University owned or managed building, space, outdoor area, or property. This also includes other restricted areas identified in APM 35.35.
- d. **Violation of law or other policy.** Violation of local, state, federal or campus fire policies including but not limited to:

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1. Building or setting fire(s) without proper authorization as required by APM 35.25.
2. Removing or otherwise tampering with fire equipment or fire alarm systems.
3. Failure to promptly vacate a building
4. Intentionally or recklessly causing a fire that damages University or personal property or causes injury.
5. Causing, making, or circulating a false report or warning of fire, explosion or another emergency.

E-3. Misuse of technology resources. Theft or other abuse of University computer facilities or resources. This includes but is not limited to the following:

- a. Interfering with the normal operation of the University computing system or resources.
- b. Inappropriate or disproportionate use of an IT resource owned or controlled by the University.
- c. Any violation of APM 30.12 [University Acceptable Use of Technology Resources](#).

E-4. Threat of harm or actual harm to a person's physical or mental health or safety. This behavior includes but is not limited to the following:

- a. **Behavior involving physical force or threat of physical force.** Behavior involving physical force that hurts another person or intimidation or threat of such force directed at another person where a reasonable person would believe the threat to be serious and imminent in nature. It includes the following:
 1. **Fighting.** Engaging in violence, combat, or aggression.
 2. **Assault.** Behavior intended to cause apprehension of harmful or offensive contact that causes apprehension of physical safety of another. The act required for an assault must be overt. Although words alone are insufficient, they may create an assault when coupled with some action that indicates the ability to carry out the threat and it creates a fear of it being carried out in the person the assault behavior is directed at.
 3. **Battery.** Actual and intentional unwanted touching or contact with another person, even if the physical injury is slight.
 4. **Use of a knife, gun, or other weapon.** The use of a knife, gun, or other weapon except in reasonable self-defense in any act of violence as defined in the Code.
 5. **Involuntary restraint or transport.** Restraining or transporting a person against their will.

6. Other. Any action that threatens or endangers the physical health or safety of any person.

b. Prohibited harassment

1. General definition. Prohibited harassment is hostile or threatening conduct or speech, whether verbal, written, or symbolic, that is sufficiently severe or pervasive, as viewed by a reasonable person under similar circumstances and with similar identities to the victim, and results in an objectively hostile or threatening environment that interferes with or diminishes another's ability to participate in or benefit from the services, activities, or privileges provided by the University.

2. Exception. Speech that is protected by the First Amendment to the United States Constitution, including relevant academic speech spoken in a classroom or writing assignment, protests and statements that do not meet the narrow definition described above, is not a violation of the Code, though it may go against community norms and may be harmful or hurtful to other members of the University community or members of certain groups.

c. Threatening or intimidating behavior. Threatening or intimidating behavior includes, but is not limited to:

1. Coercion. The practice of persuading someone to do something by using force or threats.

2. Bullying. Behavior seeking to harm, intimidate, or coerce another.

3. Deliberate destruction of or damage to property. Deliberate destruction of or damage to public or private property, where a reasonable person would believe that the full or partial intention of the act is to harass an individual or a group based on protected characteristics as defined in [FSH 3200 Policy of Nondiscrimination](#).

d. Hazing. Hazing includes, but is not limited to, any action or participation in any activity that (i) causes or intends to cause physical or mental discomfort or distress, (ii) may demean any person, regardless of location, intent, or consent of perpetrators or victims or (iii) destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral

acts. They are also violations of this rule.

Hazing also includes any activity that compels a student to participate in any activity that is unlawful, publicly indecent, or contrary to the policies and regulations of the University, or any activity that unreasonably and materially interferes with a student's academic efforts.

E-5. Discrimination and retaliation.

- a. Discrimination.** Limiting or denying services, benefits, or opportunities of the University based on a protected status. Examples of prohibited discrimination can be found on the [OCRI website](#) or by directing inquiries to ocri@uidaho.edu.

A person can engage in prohibited discrimination even if the person has the same protected status as or does not mean to offend the target(s) of the conduct. Alleged discrimination will be referred to OCRI, the office responsible for investigating those claims using its complaint resolution processes.

Discrimination includes:

1. Conduct prohibited by the Code, if based on a protected status, including harassment as defined in paragraph E-4.a, above.
2. Retaliation, as defined in paragraph E-5.b, below, when the protected activity is based on a protected status.
3. Different treatment discrimination, meaning intentionally treating an individual or group differently based on a protected status.
4. Disparate impact discrimination, meaning evenhandedly implementing a facially neutral practice or rule in a way that has an adverse impact on one or more individuals based on a protected status.

- b. Retaliation.** Retaliation includes conduct that intimidates, interferes with, threatens, coerces, or otherwise discriminates against any individual because that individual opposes or reports a perceived wrongdoing, inequity, or violation of law or University policy, files a complaint alleging illegal or prohibited discrimination or violation of law or University policy, participates in a University grievance or response procedure, or participates in a University dispute resolution process. Alleged retaliation when the activity is based on a protected status will be referred to OCRI, the office responsible for investigating those claims using its complaint resolution processes.

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E-6. Disruption, obstruction, or interference with normal University activities.

Members of the University community have the right to a campus that is free from unreasonable disruption, obstruction, or interference. Disrupting or obstructing normal University activities, including, but not limited to, all academic activities, University programming, athletic events, and administrative functions is prohibited. Examples include:

- a. Classroom disruption: Behavior that interferes with the teaching or learning process in the classroom or educational setting and continues after an instructor's request to cease.
- b. Obstruction of the free flow of pedestrian or vehicular traffic on campus.
- c. Conduct that is lewd, indecent or disruptive that is not otherwise constitutionally protected speech.
- d. Falsifying, distorting, or misrepresenting information provided to the University.
- e. Interference with the student conduct system, which includes, but is not limited to, any of the following:
 - 1. Failure to cooperate with the University's investigation or disciplinary proceeding. If a party in a case does not want to participate because they believe that doing so would cause them to speak or offer evidence against themselves, and they notify the DOS that this is the reason they are choosing not to participate or only to participate partially, this violation will not apply.
 - 2. Disrupting or interfering with the University's investigation and student conduct proceedings.
 - 3. Making false allegations.
 - 4. Attempting to discourage an individual's proper participation in, or use of, the student conduct process.
 - 5. Harassment (verbal, physical, written, or electronic) or intimidation of any person participating in the University's investigation prior to, during, or after the investigation and conduct process concludes.
 - 6. Failure to comply with the outcome(s) imposed pursuant to the disciplinary process.
- f. Influencing or attempting to influence another person to commit any violation of the Code.
- g. Engaging in speech, including but not limited to verbal, electronic, or written communication, that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.

E-7. Use and Misuse of Substances

a. Smoking. Smoking in violation of APM 35.28.

b. Drugs and controlled substances

1. Using, possessing, manufacturing, cultivating, selling, or distributing any state or federally controlled drug, designer/synthetic drug, or substance, including, but not limited to, cannabis, heroin, narcotics, or other controlled substances, in violation of any applicable law or University policy.

2. Possessing or using any paraphernalia used for drug consumption. Paraphernalia includes but is not limited to bongs, bowls, pipes, or any homemade smoking device.

3. Using, possessing, selling or distributing prescription or over-the-counter medications by an individual for whom it was not prescribed.

4. Inhaling or ingesting any substance (e.g., nitrous oxide, glue, paint, etc.) that is intended to alter a student's mental state without a prescription.

5. A violation may also occur when the odor of an illegal or controlled substance or drug is present when more than one individual can reasonably trace it to a specific individual.

c. Alcohol

1. Consuming, possessing, manufacturing, or distributing alcoholic beverages in violation of any applicable law or University policy (see APM 80.01 for alcohol permit requirements and APM 95.31 for alcohol policy).

2. For persons under 21, the use or possession of alcoholic beverages. public intoxication or excessive consumption of alcohol. disorderly or irresponsible conduct resulting from consumption of alcohol.

3. For persons over 21, the use or possession of alcohol in public areas where alcohol is not permitted. excessive consumption of alcohol resulting in disorderly or irresponsible conduct.

4. Selling, distributing, or furnishing alcohol to a person under 21 years of age.

E-8. Housing and living groups. Violations of any rules imposed by University Housing or living groups outlined in the Housing contract and Housing handbook.

E-9. Violation of University policy. Violation of published University policies, rules and regulations.

E-10. Violation of law. Any violation of federal law, state law, or local ordinance may be a violation of the Code, independent of the status of any civil or criminal litigation in court or criminal arrest and prosecution. Decisions made or outcomes imposed under the Code will not be subject to change because criminal charges

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arising out of the same facts were adjudicated in a civil or criminal court process. The University will cooperate as appropriate with law enforcement and other agencies in the enforcement of criminal law and in the conditions imposed by criminal courts for the rehabilitation of student violators provided that the conditions do not conflict with University policies.

E-11. Furnishing false information, refusal to identify, and refusal to comply

- a. Furnishing false information or false representations to any person working for or authorized to act as an authority on behalf of the University.
- b. Refusal to identify oneself to an institutional representative in response to a request when on any University owned or managed property.
- c. Failure to comply with directions of a University official, law enforcement, fire department, or other government official acting in performance of their duties.
 1. Identification includes giving one's name, substantiated by a current driver license or student identification card or other official documentation, or by stating truthfully whether one is a student of the University or not.
 2. An institutional representative includes any employee, faculty member, or representative of the University, and any attorney, peace officer, or campus security officer of the University acting under the authority of the University.
- d. Using false identification or another individual's identification card to procure goods, entry or services.
- e. Submission of false information or withholding requested information at the time of admission or readmission.

E-12. Firearms, explosives, and other weapons. Possessing or using firearms, explosives, other weapons, projectile or explosive devices or substances, or dangerous chemicals in violation of APM 95.12, APM 35.34, or APM 35.35.

E-13. Disruption to community

- a. Attempted, threatened, or actual theft of or damage to another's property.
 - b. Unauthorized entry into or use of another's property.
 - c. Excessive noise, amplified sound, or music that produces a level of noise that disrupts members of the community
- F. Conduct resolution process**

F-1. Reporting alleged violations

- a. The DOS will accept reports from anyone with knowledge of potential Code violations. Reports must be made to the DOS. Reports of Title IX and related violations covered by [FSH 6100](#) will not be reviewed under the Code but will be accepted by DOS and then forwarded to the Title IX

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Coordinator or other appropriate office for review. Allegations against Student Organizations will be addressed as per the Student Organization Code of Conduct, FSH 2350.

b. Reports should be in writing but may be reported orally to the appropriate University official. A report should be submitted as soon as possible after the incident takes place.

F-2. Initial review. The DOS or office assigned by DOS will conduct an initial review of reports of Code violations. The purpose of the review is to gather relevant information concerning each allegation and determine whether further investigation is warranted. When appropriate, the DOS will transfer the notice and investigation process to the Office of Civil Rights & Investigations (OCRI). The initial review may include interviewing the involved parties and witnesses without formal notice.

F-3. Notice of allegation.

- a.** Following the initial review, the hearing officer will determine whether to initiate the conduct resolution process. In order to initiate that process, the hearing officer will provide notice of reported Code violation(s) to the respondent.
- b.** The notice informs the respondent of the reported Code violations including a short description of the basis of the reported violation.
- c.** The notice may include resolution options if further investigation is not required. Resolution options are detailed in the Hearing Process section below. If further investigation is required, the notice will include details of the investigative process.
- d.** The notice will include a link to or copy of the Code.
- e.** The hearing officer must give the respondent an opportunity to meet in person within a reasonable time after the notice of allegation is delivered to the respondent. The meeting gives the respondent an opportunity to respond to the notice, present any information the respondent would like the hearing officer to consider, and provide the names of any witnesses the respondent would like the hearing officer to contact.
- f.** If a respondent does not participate in the initial meeting, the hearing officer will make reasonable attempts to reach the respondent for five business days. If there is no response, the hearing officer will determine the appropriate resolution process.

F-4. Initial meeting. The hearing officer must give the respondent an

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opportunity to meet in person within a reasonable time after the notice of allegation is delivered to the respondent. The meeting gives the respondent an opportunity to respond to the notice, present any information the respondent would like the hearing officer to consider, and provide the names of any witnesses the respondent would like the hearing officer to contact.

F-5. Interim action and supportive measures.

- a. At any time before a final institutional decision, the Administrator, or designee, may impose restrictions on a student or separate the student from the University community pending the final institutional decision. If circumstances allow, the Administrator or designee should meet with the student prior to imposing the interim action.
- b. Other than issuance of no-contact orders, an interim action issued prior to a hearing before the Hearing Panel may only be imposed when
 1. The Administrator determines that the student represents a threat of serious harm to any person.
 2. The student is facing allegations of serious criminal activity.
 3. The action is necessary to preserve the integrity of the investigation.
 4. The action is necessary to preserve University property or the action is necessary to prevent disruption of, or interference with, the normal operations of the University.
- c. After the hearing decision, pending any response review of the decision, the Administrator may impose an outcome issued by the Hearing Panel as an interim action at the discretion of the Administrator.
- d. Supportive measures are neutral actions intended to preserve the ability of the parties to continue their academic and other pursuits. Supportive measures may continue beyond the final resolution of the incident.
- e. Interim actions and supportive measures may include, but are not limited to, the following:
 - Suspension from the University pending a final institutional decision.
 - Issuance of a no-contact order.
 - Exclusion from University property.
 - Removal from the residence halls.
 - Removal from extracurricular activities, including participation on athletic teams.

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- Withholding the award of a degree pending the conclusion of the investigation and hearing process.
- Requesting class section changes.
- Housing relocation (either temporary or permanent).
- Any other action deemed necessary and appropriate by the Administrator to maintain orderly and appropriate University operations.

f. When a student is suspended from the University, or directed not to attend certain classes, alternative coursework options may be pursued, with the approval of the Administrator and the appropriate college dean, to ensure as minimal an impact as possible on the responding student.

g. An interim action must be issued in writing and is effective when the Administrator delivers the Notice of Interim Action to the responding student either in person or by email sent to the student's official University of Idaho email account.

h. The respondent may submit a response to the issuance of any interim action by filing a response with the Administrator. There are no formal procedures for this response, and the interim outcomes remain in effect unless removed by the Administrator.

i. A violation of the provisions of an interim action will be considered a violation of the Code.

F-6. Informal resolution process: Decision by hearing officer

- a.** During the initial meeting, the respondent may be given an opportunity to resolve the complaint informally. All parties must mutually agree to engage in the Informal Resolution Process. The Informal Resolution Process may also be used when the respondent is not participating.
- b.** At any point in the Informal Resolution process, any party may request a Formal Resolution Process, described below. The hearing officer may refer a matter to Formal Resolution Process at any point during the Informal Resolution process.
- c.** In the Informal Resolution Process, the hearing officer determines based on the preponderance of the evidence whether the respondent is responsible for a code violation and determines the outcomes. The hearing officer will first meet with the parties (if applicable), share available information, and hear their response, if any. A respondent may also accept responsibility for a Code violation at any point in the

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process. If the respondent accepts responsibility, the hearing officer will determine the outcomes.

- d. Informal Resolution decisions are not subject to response review.
- e. If the respondent does not participate and a decision is made through Informal Resolution, the respondent may request their case to be reopened. Requests must be made in accordance with the instructions in the outcome notice and received no later than five (5) days after that outcome notice. If the request is timely submitted, the hearing officer will offer to meet with the respondent. During that meeting the respondent can share information with the hearing officer. The hearing officer reserves the right to update the decision of responsibility and any applicable outcomes after meeting with the respondent. The hearing officer will notify the respondent within five (5) days whether the decision of responsibility or applicable outcomes have changed.

F-7. Formal resolution process: Decision by Administrator or Student Conduct Board

a. Investigation

- 1. The University will investigate the allegations. At any time during the investigation, either the complainant or the respondent may, but is not required to, provide information to the investigator for consideration. Such information may include documentary information, the names of witnesses, witness statements, suggested questions to ask other Parties or other witnesses, etc. Except in the rare circumstances described in the Code, only information that is presented to the investigator may be used in a hearing.
- 2. The investigator will provide the interview summaries to all parties and witnesses to review and provide additional comments and clarifications. Comments must be received within five days of receiving the interview summaries. The investigator will revise the interview summaries based on relevant comments provided by the parties and witnesses.

b. Preliminary report review

- 1. At the conclusion of the investigation, the investigator will draft a Preliminary Report of Investigation (Preliminary Report). The

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preliminary report will include the steps taken during the investigation., a list of witnesses contacted. a detailed summary of any witness interviews. a detailed summary of any interviews of the respondent or complainant (if applicable). a detailed summary of any other information considered as part of the investigation. and complete copies of any relevant documentary evidence gathered during the investigation, including copies of documentary information provided by the respondent or the complainant.

2. The Preliminary Report will not include any conclusions, findings of facts, credibility analysis, or recommended findings of responsibility of Code violation.
3. The parties will be provided an opportunity to review the Preliminary Report and may provide a written response to the Preliminary Report within five days of the review of the report. A party will be deemed to have waived the right to review the report if the party does not make arrangements with the investigator to review the report within five days of being notified that the report is available to be reviewed. The written response may include requests for additional investigation, additional witnesses to interview, or additional questions to ask any witness.
4. After the time for submitting a written response to the Preliminary Report has passed, the investigator will review any responses received and determine whether additional investigation is needed. After addressing the responses, if any, the investigator will incorporate the responses into the final report.
5. The investigator has sole discretion of determining whether sufficient information has been obtained to end the investigation process.

c. Final Report of Investigation

1. The Final Report of Investigation (final report) will include the following:
 - Everything included in the Preliminary Report,
 - Complete copies of any timely-submitted written responses to the Preliminary Report,
 - A credibility analysis,
 - Findings of facts, and
 - Recommended findings of code of conduct violation

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2. The final report will be provided to the Administrator. The Administrator or designee will provide the final report simultaneously to the parties. The investigator may serve as the Administrator's designee to send out the final report to parties.
3. The credibility analysis is an analysis of the statements provided by each party and interviewee, as necessary, to determine whether the statements provided by that person are credible. The analysis may include a description of the person's demeanor during the interview(s), a comparison of statements made to known facts or statements from other witnesses, the person's ability to observe the event described, the person's bias, whether the person was under the influence of a controlled substance or alcohol, and any other information that a reasonable person would use to determine a person's credibility. Not every case will require a detailed credibility analysis of each interviewee, and the credibility analysis may be part of the finding of facts. However, in cases where the credibility of the interviewee is material to the conclusion, there should generally be a separate credibility analysis.
4. The findings of facts will include a description of the basis for each finding. Each finding will be based on a more likely than not standard and will include a rationale based on supporting documentation or information such as information from the interviews, documentary information obtained during the investigation, and, if relevant to that finding, information regarding the credibility of the respondent, complainant and/or witnesses.
5. The recommended finding of responsibility includes the specific section of the code of conduct that was reportedly violated, which will not exceed the scope of the notice of allegation. The investigator will provide their assessment regarding the finding of responsibility based on the totality of the investigative report.

d. Review by Administrator

1. The final report will be provided to the Administrator. The Administrator or designee will provide the final report simultaneously to the parties. The parties may submit a written response to the final report to the Administrator no later than five days after the final report is provided to the parties. The Administrator may meet with the parties, separately, to discuss the final report.

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2. If all parties agree to the recommended findings of responsibility, the parties can request that the Administrator make a decision on applicable outcomes only, and forgo a request for a hearing. If parties do not agree with the recommended findings of responsibility, the decisions regarding findings of responsibility are made by either the Administrator or the Student Conduct Board (SCB).
3. Decisions regarding findings of responsibility are made either by the Student Conduct Board after a hearing or by the Administrator after their review. A party may request that the matter be referred to the SCB for a hearing. The request must be in writing and must be submitted to the Administrator no later than five days after the final report is provided to the parties. The Administrator may also decide to refer matters to the SCB.

e. Decision by Administrator

1. If a matter is not referred to the SCB for a hearing, the Administrator will decide whether the respondent violated the Code. The Administrator will make the decision based on the information contained in the final report, the written responses to the report, if any, submitted to the Administrator by the parties, and, if the Administrator chooses to meet with the parties, the information provided at the meeting to the Administrator by the parties.
2. The Administrator will adopt the findings of facts, credibility analysis, and recommended findings of responsibility of Code violation contained in the final report if the Administrator finds that they are more likely than not to be accurate. Any additional or different findings issued by the Administrator must be based on a more likely than not standard.
3. If the Administrator determines that the respondent violated the Code, the Administrator will determine the appropriate outcome.
4. The Administrator's decision will be in writing and include the basis for the decision. The written decision will be simultaneously provided to the parties.
5. The Administrator's decision may be subject to a response review in accordance with the Code.
6. At any time before the matter is submitted to the SCB, DOS may refer a charge of a violation of the Code to mediation or other forms

of appropriate alternative resolution. All parties must agree to participate with DOS in an alternative resolution process.

f. Hearing and Decision by Student Conduct Board

- 1. Student Conduct Board in general.** The description and makeup of the SCB can be found in FSH 1640.83.
- 2. Conflict of interest.** A member of the SCB will not serve on any Hearing Panel or Response Review Panel in any case where the member has a conflict of interest or bias for or against either party.
- 3. Training required.** A member cannot serve on either a Hearing Panel or Response Review Panel until the member has completed training as required by DOS.
- 4. Confidentiality.** Proceedings before the SCB, whether before a Hearing Panel or Response Review Panel, are confidential and protected by the Family Educational Rights and Privacy Act (FERPA). In specific disciplinary cases, members of the SCB must protect the confidentiality of the information they receive in fulfilling their duties as members of the SCB. Panel members must not discuss specific cases or share any information regarding specific disciplinary cases or their deliberations with anyone other than the SCB Chair, the Office of General Counsel, the Administrator, or fellow panel members appointed to the same panel in that specific case, and in all such instances, the discussion or sharing of information must be reasonably necessary for the panel's consideration of the specific case.
- 5. Notice of Hearing.** In matters referred to the SCB, the Administrator or designee must send written notice of the hearing to the SCB and the parties. The notice will include the following:
 - a. the specific provision(s) of the Code the respondent is accused of violating.
 - b. a short description of the basis of the alleged violation,
 - c. the date and time for the hearing, and
 - d. the deadline for submitting written materials to the Administrator.
 - e. a link to or copy of the final report and any responses to the final report which were timely submitted to the Administrator.

6. Scheduling

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The hearing will be held no fewer than five days after the notice is provided to the parties, unless extended by the Administrator. It is each party's responsibility to inform the panel chair and the Administrator of scheduling conflicts no less than three days prior to the scheduled hearing. The Administrator will have the sole discretion as to whether to reschedule the hearing. Except in cases of grave or unforeseen circumstances, if either party fails to appear, the hearing will proceed as scheduled.

7. Consolidation

If a report of a violation of the Code involves more than one respondent, the Hearing Panel will conduct a joint hearing with all respondents. However, the panel chair may permit the hearing pertinent to each respondent to be conducted separately. In joint hearings, separate decisions of responsibility will be made for each respondent.

8. Composition of the Hearing or Response Review Panel

- a. The chair of the SCB will appoint three to five members of the SCB to serve as a Hearing Panel to review each matter.
- b. The chair of the SCB will appoint one of the Hearing Panel members to serve as chair of the panel. If procedures call for the appointment of three or more members to serve on a Hearing Panel or Response Review Panel, the chair of the SCB should endeavor to appoint at least one student to the Hearing Panel or Response Review Panel. A student may not serve as chair of the Hearing Panel or Response Review Panel.
- c. The Administrator (or designee) will serve as a non-voting, ex-officio member of every Hearing Panel and may be present and available as a resource during all deliberations.

9. Pre-hearing procedures. In every case submitted to a Hearing Panel, the parties may submit written materials for the panel to review as part of its decision. To be considered by the Hearing Panel, all written materials must be submitted to the Administrator prior to the deadline set forth in the notice. The Administrator will ensure that any materials timely submitted are distributed to the parties and the Hearing Panel prior to the hearing. The written materials may only consist of the following:

- a. Suggested questions for the panel to ask the respondent or the complainant.

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- b. Written discussion or argument addressing the information contained in the final report.
- c. Information (as opposed to a discussion of the information contained in the report) that was not considered by the investigators in the final report only if the information was not available prior to the completion of the final report or if the information was provided to the investigator prior to the completion of the investigation but the information was not included in the final report.

10. Hearing logistics

- a. The hearing will be held at the time and place listed in the notice.
- b. All hearings are closed to the public. The only people allowed to be present during the hearing are the parties, each individual party's Advisor, the investigator(s), the Administrator, members of the Hearing Panel, and others only if requested by DOS.
- c. Hearings may be held in person or using secure video conferencing software supported by the University. The University will make a single record of all hearings. Hearing Panel deliberations are not recorded. Failure to record the hearing for any reason is not to be considered a procedural error that substantially impacts the decision and will not be grounds for response review or reversal of the Hearing Panel's decision. All parties will work with the Administrator for access to the software and a private secure space to use the software.
- d. All parties are invited to fully participate in the hearing. The administrator may grant any party the ability to attend the hearing, answer questions, and make a statement from behind a partition, from another room, or through another alternative method.
- e. The complainant, if any, may only be present during the portion of the hearing where the Hearing Panel questions the complainant, unless the Administrator determines in appropriate cases that the complainant may remain for the entire hearing. In extraordinary circumstances, if the investigator is unable to be present at the hearing, the DOS may designate a representative to be there in the place of

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the investigator. Neither the complainant nor the respondent is required to speak at the hearing.

- f. The panel chair may give permission for others to attend the hearing in the panel chair's discretion, after consultation with the Administrator. Additional witnesses may be called by the chair after consultation with the Administrator if additional witnesses are necessary for the Hearing Panel to properly resolve the case. The intention of the Code is that the final report, in most cases, should provide a sufficient basis for the Hearing Panel's decision, recognizing that the parties may speak in person to the Hearing Panel and to respond to the final report.
- g. Only the chair of the Hearing Panel may ask questions during the hearing and doing so is at the sole discretion of the chair. However, the chair may seek input from panel members on areas for questioning. The parties may submit suggested questions in writing if the questions are received prior to the deadline for submitting written materials contained in the notice. Questions based on information that arises during the hearing may be submitted in writing during the hearing at the discretion of the panel chair.
- h. The hearing will generally be conducted as follows:
 - i. Introductions to those present
 - ii. Summary of the hearing process
 - iii. Explanation of the charges against the respondent
 - iv. Opening statement by the complainant (if applicable) addressing the final report and the allegations that the respondent violated the Code.
 - v. Opening statement by the respondent addressing the final report and the allegations that the respondent violated the Code.
 - vi. Questions, if any, by the Hearing Panel chair for the investigator(s) or the parties.
 - vii. Final statements by the parties.
 - viii. All parties dismissed, and the recording of the hearing is stopped.
 - ix. Hearing Panel deliberation.

11. Hearing Panel decision.

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- a. All Hearing Panel decisions will be made by a majority vote.
- b. In making its decision, the Hearing Panel will consider all relevant information from the following sources:
 - i. The final report.
 - ii. Any written information provided by the parties as provided above.
 - iii. The information received at the hearing.
- c. The Hearing Panel should adopt the findings of facts, credibility analysis, and recommended findings of responsibility of Code violations contained in the Final Report, unless the Hearing Panel finds that the information presented at the hearing warrants a different conclusion. Any findings of responsibility of Code violation issued by the Hearing Panel must be based on a more likely than not standard.
- d. The Administrator will also serve as a resource to the Hearing Panel, including to help ensure that outcomes are reasonably consistent among similar cases. If the Hearing Panel determines that a respondent is responsible for a violation of the Code, the Administrator will inform the panel of any previous conduct violations or other relevant disciplinary actions involving the respondent.
- e. The Hearing Panel will not consider previous legal or campus proceedings when determining responsibility for violation of the Code. The Hearing Panel may consider such previous proceedings solely when determining outcomes after a finding of responsibility is made.
- f. The Hearing Panel will issue a written decision within 10 days after completing deliberations. If the Hearing Panel needs additional time to issue the written decision, the Administrator will notify the parties. The panel chair will provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.
- g. The Hearing Panel may return the matter for additional investigation if the Hearing Panel determines that:
 - i. The investigator failed to properly investigate the allegation and the failure was substantial and impacted the decision. or
 - ii. There is new information that could substantially affect the decision and the new information could not

have been discovered before the issuance of the final report.

F-8. Response to the Formal Resolution Process Decision

- a. Any party may respond to the Formal Resolution Process decision, whether it was made by the Administrator or the SCB.
- b. Responses are not limited to arguments that the Hearing Panel decision should be overturned or modified but can be statements in support of the findings of responsibility of Code violations using the factors for response established below. That is to say, the Response is an opportunity to argue in favor of, or against, the decision based on the specific listed factors.
- c. Outcomes imposed by the Hearing Panel will not go into effect until either the deadline for a response has expired and no response has been filed or until the decision is upheld after response. However, the Administrator may impose any outcome issued by the Hearing Panel as an interim action pending the response review.
- d. Any party may submit a response to the Administrator's, Hearing Officer's, or Hearing Panel's final decision. Responses must be submitted in writing to the Administrator and must set forth the grounds for the response. The response must be filed no later than five days after the decision is delivered to the parties. Responses are to be directed to the University and will not be provided to other parties in the case, if any. There is no expectation that the response be of a certain level of formality or read like a legal filing.
- e. Responses are limited to the following grounds:
 - 1. A conflict of interest by a decision maker that significantly impacted the outcome of the hearing or a procedural error in the investigation process that significantly impacted the outcome of the hearing.
 - 2. New information, unavailable during the investigation or hearing, or information that was technically available but for which no reasonable person would have sought that information in advance of the hearing, as the need for the information or its evidentiary value did not reasonably arise until during the hearing, and that would likely have substantially impacted the original findings of responsibility of Code violation or outcome if known.
 - 3. The outcomes imposed are substantially disproportionate to the severity of the violation. Note that the imposition of an administrative fee is not a outcome, and therefore cannot be reversed or modified.

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g. Response review procedure

- 1.** The chair of the SCB will appoint three to five members of the SCB to serve on the Response Review Panel and will designate one member to serve as chair of the Response Review Panel. Any member who served on the Hearing Panel will not serve on the Response Review Panel on the same case. A student may not serve as chair of a Response Review Panel.
- 2.** The Response Review Panel will issue a written decision. The decision should be issued within 15 days of receiving the response or responses. The chair of the Response Review Panel will provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.
- 3.** The Response Review Panel may:
 - i.** Uphold the Administrator's, Hearing Officer's, or Hearing Panel's decision.
 - ii.** Uphold the finding that the respondent violated the code but revise the outcome(s).
 - iii.** Return the matter for reconsideration. or
 - iv.** Return the matter for additional investigation.

h. Unless the case is returned for reconsideration or to the investigator for additional investigation, the decision of the Response Review Panel is the final institutional decision. If the decision upholds the finding that the respondent violated the Code, the outcomes imposed will go into effect immediately.

F-9. Supplemental process and standards applying to allegations of academic dishonesty

- a.** Academic dishonesty allegations are processed following the Conduct Resolution Processes in the Code. Following a report to DOS of instances or

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concerns of academic dishonesty, DOS will investigate the incident and will determine if there is a code violation, resulting in potential outcomes intended to address acts of academic dishonesty. Instructors may issue an academic outcome separate from any outcome that the DOS may impose if under the Code there is a finding of responsibility for academic dishonesty/misconduct.

- b.** The following information supplements the resolution processes in cases of academic dishonesty:
- 1.** When the alleged academic dishonesty is discovered by the instructor, the instructor will notify the student of the allegation of academic dishonesty and will notify DOS.
 - 2.** DOS receives the report and communicates with the instructor on the process of resolving the complaint.
 - 3.** The instructor will have an opportunity to provide additional information regarding the allegation.
 - 4.** DOS will meet with the student and may seek additional information from the instructor.
 - 5.** The instructor is included in the following communication with the student: the notice of allegation and decision letter.
 - 6.** If the student chooses an informal process, DOS will meet with the student and provide an informal decision, consistent with policies, progressive discipline, and other previous and similar examples of academic dishonesty. The outcome of an informal process is not eligible for Response Review.
 - 7.** If the student chooses a formal process, the hearing officer will conduct a formal investigation and will interview the instructor and other witnesses as part of the investigation.
 - 8.** In disciplinary cases involving allegations of academic dishonesty, a majority of the Hearing Panel or Response Review Panel should be faculty members.
 - 9.** The resolution decision of DOS, subject to the Response Review process outlined in the Code, is final.
 - 10.** The instructor will not issue an academic outcome until after the conclusion of the resolution process, including any responses, and after the decision is communicated to the student.
 - 11.** In situations where grades need to be submitted and the process is not yet complete, the instructor will enter a grade of “incomplete” until the process is complete.
 - 12.** In situations where the instructor is no longer in their position prior to the completion of the conduct process, the instructor of record or the

chair of the department may be asked to step in to finish the conduct process and the instructor may coordinate the final grade based on the totality of the academic performance.

F-10. Outcomes.

a. Outcomes may be imposed for any student determined to have violated the Code. Possible outcomes include, but are not limited to:

- **Warning:** Written notice to the student.
- **Probation:** Written reprimand accompanied by a probationary period during which the student must not violate the Code to avoid more severe disciplinary outcomes.
- **Loss of privileges:** Denial of specified privileges for a designated period of time.
- **Restitution:** Compensation for loss, damage, or injury. This may take the form of appropriate service or monetary or material replacement.
- **Educational outcomes:** Completion of work assignments, essays, service to the University, community service, workshops, or other related educational assignments.
- **Deferred suspension:** The last opportunity before being suspended, which remains in place until the natural end of the academic relationship with the University.
- **Housing suspension:** Separation of the student from University Housing for a definite period of time, after which the student is eligible to return. Conditions for return may be specified.
- **Housing expulsion:** Permanent separation of the student from University Housing.
- **University suspension:** Separation of the student from the University for a definite period, after which the student is eligible to return. Conditions for return may be specified.
- **University expulsion:** Permanent separation of the student from the University.
- **Revocation of admission:** Admission to the University may be revoked .
- **Revocation of degree:** A degree awarded from the University may be revoked.
- **Withholding of degree:** The University may withhold awarding a degree otherwise earned until the completion of all outcomes imposed.

b. More than one of the outcomes listed above may be imposed for any single violation.

c. A student who fails to comply with the outcome(s) imposed will have a disciplinary hold placed on their record until the student complies with all

UI FACULTY-STAFF HANDBOOK

Chapter II: STUDENT AFFAIRS POLICIES

Section 2300: STUDENT CODE OF CONDUCT & CONDUCT RESOLUTION PROCESS

outcome(s) imposed.

d. Disciplinary outcomes other than suspension, expulsion or revocation or withholding of a degree will not be made part of the student's permanent academic record but will become part of the student's disciplinary record. Such outcomes will be expunged from the student's disciplinary record seven years after final disposition of the case unless the University is legally required to maintain them for a further time.

G. MISCELLANEOUS

G-1. Role of an advisor. In accordance with the educational purpose of the Code, all students, including respondents and complainants, are expected to speak for themselves at all stages of proceedings under the Code, including, but not limited to, during the investigation, hearing, and any response. Any student may have an Advisor present at any time during any interview, meeting, or proceeding under the Code, but the Advisor's role is to advise the student, not to speak for the student or make any presentation on behalf of the student. The student may, at any time and for a reasonable period of time, confer with the Advisor. If the University official conducting the proceeding determines at any time that the Advisor is acting outside of these parameters, the Advisor may be required to leave the proceeding at the official's discretion. In appropriate circumstances, at the sole discretion of the University official conducting the proceeding, the University official may allow the Advisor to speak on behalf of the student or make a presentation on behalf of the student.

G-2. Administrative fee. Any time a student is found to have violated the Code, except in situations where the hearing officer issues only a warning, the hearing officer may charge the student an administrative fee of \$150. This is not considered an outcome and will not be a subject of a response review.

G-3. Parent notification. The University may notify parents of students under the age of 21 when a student has been found to have committed a drug- or alcohol-related violation. This is not considered an outcome and may not be a subject of a response review. The decision as to whether to notify the parents or not rests entirely within the discretion of DOS.

G-4. Training. All members of the SCB, the Administrator, and the investigators will receive annual training in accordance with the requirements of the policies of the Board of Regents of the University of Idaho and the Idaho State Board of Education, as well as all applicable federal and state laws.

G-5. Timeframe. With the exception of deadlines for requesting a hearing before the SCB (see section F.7) or for filing a response (see section F.8), all other timeframes

contained in the Code are suggested timeframes. While the timeframes should be followed absent exceptional circumstances, the failure to conduct any action within a designated timeframe is not grounds for response review or reversal of any decision.

G-6. Interpretation. Any question of interpretation regarding the Code or these procedures will be referred to the Administrator or their designee for final decision.

G-7. Disclosure. The University will, upon written request, disclose to the alleged victim of any crime of violence (as that term is defined in section 16 of Title 18, United States Code), incest, or statutory rape, the report on the results of any disciplinary proceeding conducted by the University against a student who is the alleged perpetrator of such crime or offense with respect to such crime or offense. If the reporting victim of such crime or offense is deceased as a result of such crime or offense, the next of kin of such victim will be treated as the victim for purposes of this paragraph.

G-8. Review by President: Any decision or action taken under the Code may be reviewed by the President at the President's discretion.

G-9. Review by Board of Regents: Board of Regents review of a final institutional decision to the Board of Regents is governed by Idaho State Board of Education Governing Policies and Procedures Section III.P.17.

Version History

Amended October 2023: Interim policy. Changes to B-2 to clarify jurisdiction of OCRI, added definition of protected status, changes to E-4 regarding prohibited harassment and E-5 regarding discrimination and retaliation.

Amended August 2023. Editorial and legal edits.

Amended August 2023: Interim policy. Complete rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student Code of Conduct were combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. FSH 2400 was deleted. Procedure related to Title IX sexual harassment was removed to align with the recently revised FSH 6100.

Amended July 2021. Editorial changes.

Amended July 2014. All disciplinary language from FSH 2300 Student Code of Conduct was consolidated into FSH 2400 and updated removing redundancies in policy.

Amended July 2009. Editorial changes.

Amended January 2007. Reformatted the Student Code of Conduct into subsections

for easier management of judicial cases

Amended July 2005. Revised Article II, Section 2.

Amended July 1998. Revised Article II.

Amended July 1993.

Amended July 1992.

Adopted July 1970.

2023 – 2024 Faculty Senate – Pending Approval Approved at Mtg #15
Meeting # 14 Dec. 5, 2023
Tuesday, November 28, 2023, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kirchmeier, Torrey Lawrence (w/o vote), Long, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals.

Absent: Kenyon (excused), Blevins, Reynolds, Rinker

Also present: Samantha Thompson-Franklin, proxy for Kenyon.

Guests/Speakers: Alistair Smith, Cari Fealy, Michael McCollough, Jerry McMurtry, Linda Campos

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #13, November 14, 2023, were approved as distributed.

Chair's Report:

- We'll have one more Faculty Senate meeting, December 5. Please attend.
- We are close to the end of the semester. It's been great working with you all! I have learned a lot during the past months, especially on the importance of keeping an open mind and encouraging a collaborative approach.
- Vice Provost for Academic Initiatives Gwen Gorzelsky is looking for a senator interested in participating in a working group with SBOE about admissions. The project involves discussing a possible direct admissions pact across [Western Interstate Commission for Higher Education](#) (WICHE) states, based on the [Smarter Balanced Assessment](#). If interested, please let Kristin or me know.

Provost's Report:

- 3MT (Three-Minute Thesis) competition. Tomorrow at 2:30pm, in the Vandal Ballroom.
- Next faculty gathering: Monday, December 4, 4:30pm to 6:30pm, at the Seed Potato Germplasm building, near Facilities. Hosted by CALS. RSVP: <https://forms.office.com/r/pvTQ8UBxYY>
- Winter Commencement is Saturday December 9. There will be two ceremonies, at 9:30am and at 2:00pm, at the ICCU Arena. Please encourage faculty to attend. <https://www.uidaho.edu/events/commencement/winter>
- The football team made it to the playoffs. The first game is Saturday at 7pm in the Kibbie Dome.

Committee Reports (vote):

- Proposed changes to the University Catalog
 - UCC 522 Marketing Analytics Undergraduate Academic Certificate – Michael McCollough
The Marketing Analytics certificate allows students to apply statistical tools to examine marketing decisions. Completion of the certificate will allow students to apply quantitative analytical skills to assess and solve marketing problems and provide strategic recommendations. We are eliminating the Marketing Analytics

Emphasis in the Marketing Degree and introducing a Marketing Analytics Certificate. Enrollments have not been strong in the degree emphasis, and we hope by converting to a certificate, we will make marketing analytics accessible to a larger number of students across campus.

Vote: 21/21 yes. Motion passes.

- UCC 526 Scientific Communication and Leadership Academic Certificate – Jerry McMurtry

The courses which make up the proposed certificate are already part of the Professional Science Masters (PSM) degree. By creating a certificate using the PSM organizational skills courses, non-thesis (primarily - but not exclusively) degrees can integrate some or all of the courses, and the student would earn both the degree and the certificate. In conversations with directors of graduate studies, department chairs, and deans, there is support for the certificate as a standalone program as well. All of the courses have capacity, and faculty/departments are eager to use the certificate to increase enrollment.

Vote: 22/22 yes. Motion passes.

- UCC 483 International Economics Academic Certificate – Stefanie Ramirez
Many business and social issues are the subject of International Economics, from export promotion to sustainable development. This certificate brings together economics courses already being taught at UI that form the basis of knowledge of International Economics. It will serve potential students from outside the university as well as those already at UI who seek to learn more about the subject. Initially, no added workload is anticipated as the courses are already being offered. With substantially high enrollment in the certificate, additional sections of the courses may be added.

Vote: 19/19 yes. Motion passes.

- UCC 523 Economics of Public Policy Undergraduate Academic Certificate – Stefanie Ramirez

A wide range of jobs are engaged with public policy in various ways, from jobs in businesses affected by regulations to the policy makers and their aides making the regulations. All parties need to be better informed about the economics of public policy. This certificate brings together Economics courses already being taught at UI that together form the basis of knowledge of public policy issues. It will serve potential students from outside the university as well as those already at UI who seek to learn more about public policy. Initially, no added workload is anticipated as the courses are already being offered. With substantially high enrollment in the certificate, additional sections of the courses may be added.

Vote: 21/21 yes. Motion passes.

- Proposed changes to the Faculty Staff Handbook
 - FSH 1565 Academic Ranks and Responsibilities – Alistair Smith
C-2 revised to clarify how advising is credited for evaluative purposes.

Discussion

There was a brief discussion on how to best clarify that research advisees can be graduate or undergraduate. Friendly amendment: Drop the first three words, “*The number of*” from the relevant sentence in the policy.

Vote: 23/23 yes. Motion passes.

- FSH 2300 Student Code of Conduct & FSH 2400 Disciplinary Process for Alleged Violations of Student Code of Conduct – Cari Fealy
Comprehensive review resulting in rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student Code of Conduct have been combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. This policy revision is accompanied by the proposed deletion of FSH 2400.
Vote (FSH 2300): 22/22 yes. Motion passes.
Vote (FSH 2400): 23/23 yes. Motion passes.

- FSH 4620 Academic Calendars – Torrey Lawrence, Lindsey
This revision delays all dates for Fall 2025, Spring 2026, and Summer 2026 by one week. Details are attached. The current dates for Academic Year 2025-26 align with WSU for Spring commencement on May 9, 2026. This will be a major challenge for the Moscow and Pullman communities as well as our families seeking housing and dining. UI’s calendar currently “flips” to a later start in AY 26-27; however, that change can take place during AY 25-26 to avoid concurrent spring commencements while still following the normal pattern of UI semesters. In addition, earlier starts creating a hardship for many UI students who are involved in agricultural harvest or firefighting. Delaying all AY 25-26 dates addresses these concerns. One additional impact is that the irregular 14-week summer (normally 13 weeks) will shift from Summer 2026 to Summer 2025. Provost Lawrence noted that the first page (p.96 of the packet, containing the 2014-2020 calendars), can be dropped.
Vote: 23/23 yes. Motion passes.

Other Voting Items:

- Spread Pay Task Force Recommendations – Kristin Haltinner
Vice Chair Haltinner summarized the current status. There are currently 122 faculty on the old spread pay system, and 361 on standard pay and wanting to switch, or 63% of all faculty on standard pay. There are currently 20 to 30 faculty earning maximum summer salary through grants. Since the last meeting, we learned that it is possible to delay the implementation of the new deferred pay by one year. Switching to a 38-week AY is not possible, and raising salaries by 2.5% to compensate for the hourly rate reduction for the calculation of summer salaries is also not an option. Motion to approve the (displayed) recommendations of the task force: Chapman/Long, followed by discussion.

With regard to the six-week pay gap, a senator said that, in some universities, they introduced interest-free loans for up to one month salary. Could this be an option for us? Linda Campos responded that state law forbids loaning state funds to employees. Instead, they came up with the option of setting aside a portion of the impacted faculty’s pay checks from January 2024 to draw from during the pay gap.

A senator inquired about the reasons why a 38-week AY is not possible. They reiterated that a 2.5% summer hourly rate pay reduction is a non-starter for many faculty. Having to take an arbitrary pay cut to fix the payroll system is unacceptable. Provost Lawrence responded that a 38-week AY presents the same challenges as a 40-week one. In addition, we would be eliminating one week from the contract period during which faculty actually work, namely, the start-up week prior to the first week of classes when faculty get ready for the semester. The semester ends on Friday of final exam week and the contract ends on that Saturday. Grades are due on Tuesday or Wednesday of the following week, and, therefore, faculty work about 39.5 weeks, only a few days short of 40 weeks, making the switch from 39 to 40 weeks reasonable. Work expectations for the contract period as defined in policy are unchanged. Moving to 38 weeks would create even more problems: faculty would not have access to Canvas or benefits until the first day of classes. Presently, we use both 19.5 and 20 pay periods, but we need to bring everyone to the same system. We are trying to offer deferred pay to anyone who wants it, in addition to the 122 faculty on spread pay. A 40-week AY (20 pay periods) can accomplish that and reflects the work we are actually doing. Linda Campos had some comments from the technical side of the payroll system: an hourly rate is required for the purpose of summer contracts, which requires manual adjustment because we cannot rely on Banner for an accurate calculation of hourly rates. This is why we need to align the systems. The Provost added that the 2.5% pay cut will impact those faculty who earn 13 weeks of summer salary. For others, the calculated hourly rate does not necessarily translate into a pay cut, it depends on how they are paid. For instance, if summer work is paid in a lump sum, the amount remains the same, as long as the summer period is less than 13 weeks. The senator had other thoughts, based on the assumption that faculty are not paid through the winter break. Actually, faculty are on payroll during the time between semesters.

Other senators reported that their constituents are very unhappy about the summer pay cut and would consider leaving the university for that reason. They support deferred pay, but cannot agree to a pay cut to make accounting simpler.

A senator did not understand why the number of pay periods we use has an impact on contracts. Provost Lawrence explained that the contract period would be 40 weeks, with the extra week taken from the summer period when faculty are already working (prior to the start of classes). However, per policy, our academic year contract obligations are determined by the academic calendar and would not change. The senator remained unclear on why adding a week to their contract without adding pay is not a pay cut. The Provost reiterated that the reason is that faculty are exempt and not paid by the hour. It is a pay cut for those on 13-week full summer contracts. The source of the limitation on how much we can be paid in the summer and the connection with the computed hourly rates is grants rules.

It became clear that, for the sake of moving forward, deferred pay and the 12-week summer issue must be seen as separate. Senate priority is to come up with a deferred pay system for all who are interested.

Question in the zoom chat: If someone teaches the first summer session, would they have an overlap in contracts? Or, would the summer schedule have to move back by a week? The Provost replied that there is overlap. It will be necessary to rethink the summer schedule and its pay schedule.

We have to get everyone on the same schedule, and people on standard pay are on a 19.5 pay period schedule, but deferred pay is calculated based on 20 pay “factors” spread over 26 pay periods. The financial system (Banner) in use by the University does not support, without manual “work-arounds”, 19.5 pays so standard pay must be changed to a 20-pay schedule. People currently on spread pay will be able to remain on it for another year.

Proposed amendment to the motion (Justwan/Barannyk): Delay the implementation of deferred pay by one year. Some additional discussion followed. Some senators argued that waiting one more year does not change anything, while others felt strongly that more time to prepare for the pay gap is crucial to their constituents. Those on standard pay wishing to switch stressed the urgency for about 400 faculty to have deferred pay. They were never offered any help to set money aside for the summer. The provost noted that the current offer to help faculty set money aside in anticipation of the pay gap is feasible because it involves one tax year. On the other hand, financial tools are available. One can solution currently available in Vandalweb is to have their paychecks deposited in two different accounts, one of which would be used to cover the summer. This tool should be widely publicized.

Vote on the amendment: 3/19 yes; 16/19 no. Motion fails.

Back to the original motion – approve the task force recommendations for deferred pay effective in AY 2024-25.

Vote: 11/18 yes; 7/18 no. Motion passes.

There was a general consensus that a better solution should be found to the problem of summer salaries and the 20 pay factors.

New Business:

There was none.

Chair Gauthier had two questions from constituents for Provost Lawrence:

If someone works at the U of I and under the “umbrella” for both universities, how do they get compensated?

Provost Lawrence replied that there is no structure or umbrella for the two universities. U of I will continue as usual under the Regents, and UOPX under the Four Three Education and their board. Nothing like a joint employee is contemplated at this time.

What’s the correct cost of the UOPX purchase? Is it about \$500M or closer to \$600M?

Linda Campos replied that \$680M is the estimated amount of bonds to be issued in order to finance the purchase.

A senator argued that, with the R1 rank getting closer, we should start comparing our salaries with those of a different group of peer institutions. Provost Lawrence replied that our current faculty market rates are based on both R1 and R2 peer salaries. Those lists could change when the new Carnegie system is implemented. We could look at our marked-based salary system and consider just R1 peers. Ultimately, funding available for CEC is determined by the legislators. Chair Gauthier suggested to look at other forms of revenue streams, potentially generated by the UOPX transaction.

Adjournment:

The agenda being completed, Chair Gauthier adjourned the meeting at 4:55pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting # 14

Tuesday, November 28, 2023 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #13 November 14, 2023 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports (vote)
 - Proposed changes to the University Catalog
 - UCC 522 Marketing Analytics Undergraduate Academic Certificate – Michael McCollough, Department of Business **Attach. #2**
 - UCC 526 Scientific Communication and Leadership Academic Certificate – Jerry McMurtry, Dean, College of Graduate Studies **Attach. #3**
 - UCC 483 International Economics Academic Certificate – Eric Stuen, Department of Business **Attach. #4**
 - UCC 523 Economics of Public Policy Undergraduate Academic Certificate – Eric Stuen, Department of Business **Attach. #5**
 - Proposed changes to the Faculty Staff Handbook
 - FSH 1565 Academic Ranks and Responsibilities – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #6**
 - FSH 2300 Student Code of Conduct – Cari Fealy, Associate Dean of Students **Attach. #7**
 - FSH 2400 Disciplinary Process for Alleged Violations of Student Code of Conduct – Cari Fealy, Associate Dean of Students **Attach. #8**
 - FSH 4620 Academic Calendars – Torrey Lawrence, Provost & Executive Vice President, Lindsey Brown, University Registrar, Registrar's Office **Attach. #9**
- VI. Other Voting Items
 - Spread Pay Task Force Recommendations – Kristin Haltinner, Vice Chair Faculty Senate **Attach. #10**
- VII. Announcements and Communications
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #13 November 14, 2023
- **Attach. #2** UCC 522
- **Attach. #3** UCC 526
- **Attach. #4** UCC 483

- **Attach. #5** UCC 523
- **Attach. #6** FSH 1565
- **Attach. #7** FSH 2300
- **Attach. #8** FSH 2400
- **Attach. #9** FSH 4620
- **Attach. #10** Spread Pay Task Force

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 13

Tuesday, November 14, 2023, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kirchmeier, Torrey Lawrence (w/o vote), McKenna, Miller, Mischel, Murphy, Raney, Roberson, Rode, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals.

Absent: Kenyon (excused), Long (excused), Mittelstaedt, Ramirez, Reynold

Guests/Speakers: Alistair Smith, Cari Fealy

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #11, October 31, 2023, were approved as distributed.

Chair's Report:

- We honor the memories of Madison Mogen, Kaylee Goncalves, Xana Kernodle, and Ethan Chapin with a minute of silence.
- I would like to propose a few ideas about APM and FSH policies in shared governance. I hope that the following questions can be addressed in the next months. With the current process, we have the opportunity to comment on APM items when they come through Faculty Senate. How can we improve the process for APMs impacting directly faculty activities? Can we have some control on what goes into the APM? Can we propose changes to APM policies that impact academic activities?

Provost's Report:

- We faced new challenges last week with both internet and natural gas outages. Thank you all for your patience. Please extend your thanks to any Facilities staff who worked long hours during the outage.
- Faculty gathering today, 4:30 – 6:30, in the Vandal Ballroom. Hosted by Dean Sean Quinlan, CLASS.
- "Talks with Torrey" series: November 16, 11:30am - 12:30pm.
<https://www.uidaho.edu/provost/talks-with-torrey>
- Winter Commencement is Saturday, December 9. There will be two ceremonies, at 9:30am and at 2:00pm, at the ICCU Arena. All faculty are encourage to attend the ceremony for their college. Details about the events: <https://www.uidaho.edu/events/commencement/winter>

Committee Reports (vote):

- FSH 1620 University-Level Committees & FSH 1640 Committee Directory – Francesca Sammarruca, Faculty Secretary
FSH 1620 has been revised to clarify procedures for university-level committees. The changes to FSH 1640 are needed for consistency. The two policies must be taken as a package.
An audit of the university-level committees is in progress with the Committee on Committees, and a comprehensive review will follow.

Vote: 18/18 yes. Motion passes.

- FSH 1565 Academic Ranks and Responsibilities – Alistair Smith
Changes to FSH 1565 D-8 University Distinguished Professor are proposed to make Extension faculty eligible for the rank of University Distinguished Professor.
Vote: 16/18 yes; 2/18 no. Motion passes.
- FSH 3320 Annual Performance Evaluations and Salary Determination of Faculty Members and Performance Evaluation of Academic Administrators – Alistair Smith
Change to A-1.d is proposed to clarify that chairs may confer with deans during the evaluation process, to align with standard practices.
Vote: 20/20 yes. Motion passes.

Other Voting Items:

- Spread Pay Task Force Recommendations – Kristin Haltinner
Vice Chair Haltinner heard from some of the 122 faculty currently on the old “spread pay” system. They expressed serious concerns about the transition to the new “deferred pay” system happening in summer 2024 – saving between now and June 2024 in preparation for the paycheck gap would be a heavy burden. They requested to wait a year. The other source of concern is the shift from 19.5 units to 20 units pay schedule.

Current proposal: we can have everyone on standard pay and keep the 19.5 pay factors or offer deferred pay to anyone qualified who wants it and resetting of the payroll schedule to 20 pay factors, but we can't mix the two options. Provost Lawrence confirmed that the university (not the individual) can choose one or the other.

Some senators reported that their constituents are very unhappy about the shift to 20 units, which amounts to three pay cuts because: it effectively reduces the AY pay, lowering hourly pay by asking faculty to work another contract week for the same total amount; it reduces the hourly rate used to compute summer salary; it reduces the total number of weeks available for summer salary from 13 to 12. Would it be possible to go from 19.5 to 19 units instead?

Linda Campos explained that the deferred pay system cannot use partial schedules, because it creates a discrepancy between hourly rates for faculty on spread pay and faculty on standard pay. The payroll system needs to bring all AY faculty on the same schedule. However, she cannot speak for a scenario where the university moves to a schedule of 19 pay factors. The Provost added that a 38 week AY may be something to look into. The problem is that our payroll system does not align with the academic year calendar.

Some senators felt strongly that the transition should happen in summer 2025. For some, saving sufficient funds to cover the pay gap in summer 2024 would be impossible without falling in debt. Others replied that faculty currently on standard pay have had to set money aside for the summer for many years.

There was confusion about the 19.5 vs. 20 pay factors. A Senator was unclear as to why the shift requires a reduction of the summer period during which people can earn salary. They argue that, if the total number of hours in a full-year contract is 2080, and the total number of hours in the AY is still 1560, the difference – 520 hours – is the maximum number of hours (13 weeks)

faculty can earn salary during the summer. Provost Lawrence explained that 40 hours are moved from the summer period into the nine-month contract period (which would then contain 1600 hours). It's important to keep in mind that exempt employees don't work by hours – their responsibilities are set in the PD for the AY, outside of the payroll system, and do not change with the addition of 0.5 weeks. Hourly rates are introduced for the only purpose of calculating summer salaries, because some summer contracts require salary calculations based on an hourly rate. Basically, our payroll system and the AY faculty contracts do not line up.

Some senators argued that, if this transition is going to happen regardless, there is no point in waiting a year. The issue of 19.5 vs. 20 pay factors is a separate one and will not be resolved by procrastinating.

In response to a question about timelines, Linda Campos said that moving the implementation down by one year is possible. However, if the transition has to happen in summer 2024, a decision within the next few weeks is desirable.

The option of postponing the decision until after the fall break and, in the meantime, seeking clarification, was discussed. There was a consensus that options where faculty must take a pay cut are not acceptable.

Moved (Barannyk/Justwan) to accept the recommendations of the task force, with summer 2025 as the implementation date.

During the discussion that followed, the option of postponing the decision until the next Faculty Senate meeting gained traction. Aspects to learn more about are: Can we move to 19 units instead of 20 or keep hourly wages the same and increase salaries instead?

The motion was withdrawn. New motion (Roberson/Murphy) to postpone the decision by two weeks to get clarification on the aspects raised above.

Vote: 19/20 yes; 1/20 no. Motion passes.

Announcements and Communications:

- Promotion and Tenure Nomination Process – Provost Lawrence
Nominations are open for individuals to serve on this year's University-Level Promotion and Tenure Committees (see [FSH 3500 G-1](#)). Two committees will be convened this year due to the large number of dossiers to be reviewed. Nomination deadline: Friday, November 17, 2023. The nomination form for senators to complete can be found at https://forms.office.com/pages/responsepage.aspx?id=Y2u8fpJXGUqyCwS4JgSIU8wgEFrYhyNOn_qCDVIL5jNUREVSNURESkRCUzFFVlpUSFMxNFdNVk0xOS4u

- FSH 2300 Student Code of Conduct & Resolution Process – Cari Fealy
Comprehensive review/rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student Code of Conduct have been combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. This policy revision is accompanied by the proposed deletion of FSH 2400.
The following are the major changes to the policy:
 - The policy was rewritten using language more accessible and understandable for students.

- The Code of Conduct and conduct process were combined in a single policy for easier use.
- Processes related to Title IX sexual harassment were removed to align with the recently revised FSH 6100. Added clarifying language around academic dishonesty resolution.
- Language aligning with case law was added to follow best practices in student conduct policies.
- A section on free speech was included.

This item will be voted on at the November 28 Faculty Senate meeting.

New Business:

- From Erin Chapman: The deadline for the Athena Mentorship Program has been extended to December 1, 2023 https://uidaho.co1.qualtrics.com/jfe/form/SV_9tA1uFgedGAATk

With some time remaining, Chair Gauthier moved back to the University of Phoenix Financial Flow Chart (previously deferred). Provost Lawrence went over Attachment #7. On p.2, there is a flow chart for the U of I/UOPX affiliation, describing in a simple way the financial transaction.

Adjournment:

The agenda being completed, Chair Gauthier adjourned the meeting at 4:50pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

522: MARKETING ANALYTICS UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 079 Chair (myagroza@uidaho.edu)
2. 13 Curriculum Committee Chair (estuen@uidaho.edu)
3. 13 Dean (dwoolley@uidaho.edu; lvictoravich@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:19:03 GMT
Mya Groza (myagroza): Rollback to Initiator
2. Mon, 11 Sep 2023 20:02:24 GMT
Mya Groza (myagroza): Approved for 079 Chair
3. Wed, 13 Sep 2023 17:39:47 GMT
Eric Stuen (estuen): Approved for 13 Curriculum Committee Chair
4. Fri, 29 Sep 2023 20:36:53 GMT
Lisa Victoravich (lvictoravich): Approved for 13 Dean
5. Tue, 03 Oct 2023 22:22:04 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
6. Wed, 11 Oct 2023 20:46:56 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
7. Mon, 06 Nov 2023 23:49:41 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 07 Nov 2023 22:20:31 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Wed, 08 Nov 2023 16:33:40 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
10. Tue, 14 Nov 2023 22:20:04 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 11 Sep 2023 19:58:17 GMT

Viewing: 522 : Marketing Analytics Undergraduate Academic Certificate

Last edit: Tue, 14 Nov 2023 22:19:34 GMT

Changes proposed by: Michael McCollough

Faculty Contact

| Faculty Name | Faculty Email |
|--------------------|---------------------|
| Michael McCollough | mccollou@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2024-2025

Program Title

Marketing Analytics Undergraduate Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

52.1402 - Marketing Research.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

We are eliminating the Marketing Analytics Emphasis in the Marketing major and replacing it with a certificate. The courses are already being offered and there will be no additional cost.

Curriculum:

The Marketing Analytics certificate allows students to apply statistical tools to examine marketing decisions. Completion of the certificate will allow students to apply quantitative analytical skills to assess and solve marketing problems and provide strategic recommendations.

All required coursework must be completed with a grade of 'C' or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

| Code | Title | Hours |
|-------------|-------------------------------|--------------|
| MKTG 321 | Marketing | 3 |
| MKTG 421 | Marketing Research & Analysis | 3 |
| MKTG 431 | Marketing Analytics | 3 |
| STAT 451 | Probability Theory | 3 |

or STAT 301

Probability and Statistics

Total Hours**12****Courses to total 12 credits for this certificate.****Distance Education Availability**

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. Students will determine the appropriate level, scope, and depth of information required for decision-making.
2. Students will apply quantitative analytical skills to assess and solve marketing problems/opportunities.
3. Students will prepare and analyze data, report the research results, and provide strategic marketing recommendations (i.e., managerial insights/implications).

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Among the assessment tools that will be used will be some combination of exams, quizzes, projects, and presentations.

How will you ensure that the assessment findings will be used to improve the program?

We will practice continuous improvement, monitor where assessment scores are low, and make changes to improve student outcomes.

What direct and indirect measures will be used to assess student learning?

Direct measures will include student scores on graded deliverables. Indirect will include qualitative feedback such as student-teacher evaluations, discussions with students in the class, and program enrollment (as a measure of student interest and by extension student learning).

When will assessment activities occur and at what frequency?

Ongoing throughout the courses. Each year we will assess the overall program/certificate.

Student Learning Outcomes**Learning Objectives**

1. Students will determine the appropriate level, scope, and depth of information required for decision-making.
2. Students will apply quantitative analytical skills to assess and solve marketing problems/opportunities.
3. Students will prepare and analyze data, report the research results, and provide strategic marketing recommendations.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

We are eliminating the Marketing Analytics Emphasis in the Marketing Degree and introducing a Marketing Analytics Certificate. Enrollments have not been strong in the degree emphasis, and we hope by converting to a certificate, we will make marketing analytics accessible to a larger number of students across campus.

Supporting Documents

522 Program Description for The Marketing Analytics Certificate.pdf

Reviewer Comments

Mya Groza (myagroza) (Fri, 08 Sep 2023 22:19:03 GMT): Rollback: Please change to No for is this program self-support.

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 19:09:32 GMT): 10/3/23: Program Description uploaded by LL.

Rebecca Frost (rfrost) (Mon, 06 Nov 2023 23:49:38 GMT): Formatted curriculum to catalog standard.

Sydney Beal (sbeal) (Tue, 14 Nov 2023 17:23:36 GMT): Program description added to the curriculum section so that it appears in the catalog

Key: 522

The Marketing Analytics Certificate allows students to apply statistical tools to examine marketing decisions. Completion of the certificate will all students to apply quantitative analytical skills to assess and solve marketing problems and provide strategic recommendations.

526: SCIENTIFIC COMMUNICATION AND LEADERSHIP ACADEMIC CERTIFICATE

In Workflow

1. 276 Chair (mcmurtry@uidaho.edu)
2. 20 Curriculum Committee Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
3. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
4. Curriculum Review (Curriculum Review@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 14 Sep 2023 18:28:41 GMT
Jerry McMurtry (mcmurtry): Approved for 276 Chair
2. Mon, 18 Sep 2023 18:59:20 GMT
Sydney Beal (sbeal): Approved for 20 Curriculum Committee Chair
3. Tue, 19 Sep 2023 22:07:13 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
4. Thu, 21 Sep 2023 21:22:33 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
5. Tue, 03 Oct 2023 18:22:32 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
6. Tue, 03 Oct 2023 20:09:31 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
7. Tue, 03 Oct 2023 21:25:47 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 11 Oct 2023 17:27:26 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Wed, 25 Oct 2023 20:30:36 GMT
Sydney Beal (sbeal): Rollback to Ready for UCC for UCC
10. Wed, 08 Nov 2023 16:19:59 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
11. Wed, 15 Nov 2023 17:14:46 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Thu, 14 Sep 2023 18:25:26 GMT

Viewing: 526 : Scientific Communication and Leadership Academic Certificate

Last edit: Wed, 11 Oct 2023 17:27:08 GMT

Changes proposed by: Jerry McMurtry

Faculty Contact

| Faculty Name | Faculty Email |
|----------------|---------------------|
| Jerry McMurtry | mcmurtry@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Graduate

College

Graduate Studies

Department/Unit:

Graduate Studies

Effective Catalog Year

2024-2025

Program Title

Scientific Communication and Leadership Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

30.0000 - Multi-/Interdisciplinary Studies, General.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Curriculum:

Certificate in Scientific Communication and Leadership

| Code | Title | Hours |
|----------------------------|--------------------------------------|-------|
| ENGL 522 | Course ENGL 522 Not Found | |
| EM 513 | Leading Technical Organizations | 3 |
| Select 2 of the following: | | 6 |
| BUS 551 | Course BUS 551 Not Found | |
| BUS 552 | Course BUS 552 Not Found | |
| INTR 509 | Introduction to Applied Data Science | |
| ORGS 541 | Human Relations in the Workplace | |

Total Hours

9

Courses to total 12 credits for this certificate.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Online Only

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Students will be able to describe, classify, and understand the concepts of data, data science, big data, datafication, data ethics, and the data science process.

Students will be able to find, clean, transform, and analyze data using RStudio and Tidyverse functions.

Students will understand key ideas around managing themselves, including leadership assessments, leadership frameworks, and best practices to consider.

Students will examine concepts associated with leading teams with a focus on specific topics such as decision making, managing conflict, and motivation.

Student will explore the elements of becoming a leader of leaders within an organization and understand how their focus changes with higher level positions within an organization.

Students will refine their professional communication skills, preparing them to communicate effectively about science, technology, and policy topics with diverse and geographically dispersed audiences.

Students will draw from research in science communication, mass media, psychology, and other fields to specifically focus on developing students to expand their ability to develop strategic messages for delivery in a wide range of contemporary contexts.

Students will be able to implement an exploratory data analysis that (1) wrangles data, (2) cleans data, (3) visualizes data, and (4) summarizes data.

Student will understand and utilize predictive analytics techniques.

Students will learn theoretical foundations, practical skills, and tools to define, organize, plan, monitor, and control a project to ensure effective execution.

Students will analyze and interpret basic financial statements and understand how a given project impacts these statements.

Students will learn theoretical foundations, practical skills, and tools to critically analyze and assess how organizational processes, policies, structure, and culture contribute to or impede organizational change and innovation.

Students will understand the components of an organization's business model and be able to critically assess and design mutually reinforcing mechanisms between the business model and scientific innovation.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Each course will have assessment components to gather information on student performance against the course outcomes.

Each faculty member will determine the best assessment protocol for the particular content in the course. Examinations, reports, communications through discussion, and other products may be used in the courses to determine gains in student knowledge, skills, and abilities.

How will you ensure that the assessment findings will be used to improve the program?

Each fall, the faculty teaching in the certificate program will meet with the COGS dean to review data gathered by various surveys and indirect assessment measures in an effort to revise and adjust the courses and ascertain effectiveness.

What direct and indirect measures will be used to assess student learning?

Direct measures would be:

Course assessments and examinations
 Course projects and reports
 Instructor assessment through products produced, performances, or communication
 Indirect measures would be:
 Annual follow up of completers with a survey regarding impact of the courses/program
 Annual COGS graduate survey

When will assessment activities occur and at what frequency?

Direct assessment will occur regularly through the courses. Indirect assessment will take place at the end of each term. A comprehensive evaluation of the students experience will take place at the end of each spring term.

Student Learning Outcomes

Learning Objectives

- Students will be able to describe, classify, and understand the concepts of data, data science, big data, datafication, data ethics, and the data science process.
- Students will be able to find, clean, transform, and analyze data using RStudio and Tidyverse functions.
- Understand key ideas around managing yourself, including leadership assessments, leadership frameworks, and best practices to consider.
- Examine concepts associated with leading teams with a focus on specific topics such as decision making, managing conflict, motivation.
- Explore the elements of becoming a leader of leaders within an organization and understand how your focus changes with higher level positions within an organization
- Students will refine their professional communication skills, preparing them to communicate effectively about science, technology, and policy topics with diverse and geographically dispersed audiences.
- Students will draw from research in science communication, mass media, psychology, and other fields, to specifically focuses on developing students to expand their ability to develop strategic messages for delivery in a wide range of contemporary contexts.
- Students will be able to implement an exploratory data analysis that (1) wrangles data, (2) cleans data, (3) visualizes data, and (4) summarize data.
- Student will understand and utilize predictive analytics techniques.
- Students will learn theoretical foundations, practical skills, and tools to define, organize, plan, monitor, and control a project to ensure effective execution.
- Students will analyze and interpret basic financial statements and understand how a given project impacts these statements.
- Students will learn theoretical foundations, practical skills, and tools to critically analyze and assess how organizational processes, policies, structure, and culture contribute to or impede organizational change and innovation.
- Students will understand the components of an organization's business model and be able to critically assess and design mutually reinforcing mechanisms between the business model and scientific innovation.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rational should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The courses which make up the proposed certificate are already part of the Professional Science Masters (PSM) degree. By creating a certificate using the PSM organizational skills courses, non-thesis (primarily - but not exclusively) degrees can integrate some or all of the courses, and the student would earn both the degree and the certificate. In conversations with directors of graduate studies, department chairs, and deans, there is support for the certificate as a stand alone program as well.

All of the courses have capacity, and faculty/departments are eager to use the certificate to increase enrollment.

Reviewer Comments

Linda Lundgren (lindalundgren) (Wed, 20 Sep 2023 21:17:50 GMT): Program description received from Jerry M. below: As the technical workforce changes and grows there is a need for organizational and professional skills as well as technical skills in advanced preparation. The Graduate Certificate in Science Communication and Leadership prepares student to enhance their technical expertise with content in communications, leadership, data analytics, project and innovation management, and workplace dynamics. The certificate is focused toward meeting the needs of those who are, or wish to be, employees in technical or scientific organizations.

Rebecca Frost (rfrost) (Tue, 03 Oct 2023 18:22:26 GMT): Adjusted course listing to meet catalog standards.

Sydney Beal (sbeal) (Wed, 25 Oct 2023 20:30:36 GMT): Rollback: Rolled back until proposer can attend UCC meeting

Key: 526

483: INTERNATIONAL ECONOMICS ACADEMIC CERTIFICATE

In Workflow

1. 079 Chair (myagroza@uidaho.edu)
2. 13 Curriculum Committee Chair (estuen@uidaho.edu)
3. 13 Dean (dwoolley@uidaho.edu; lvictoravich@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:20:07 GMT
Mya Groza (myagroza): Rollback to Initiator
2. Mon, 11 Sep 2023 16:58:08 GMT
Mya Groza (myagroza): Approved for 079 Chair
3. Mon, 11 Sep 2023 18:17:37 GMT
Eric Stuen (estuen): Approved for 13 Curriculum Committee Chair
4. Fri, 29 Sep 2023 20:36:38 GMT
Lisa Victoravich (lvictoravich): Approved for 13 Dean
5. Tue, 03 Oct 2023 22:49:10 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
6. Wed, 11 Oct 2023 20:06:44 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
7. Mon, 06 Nov 2023 23:42:30 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 07 Nov 2023 22:18:24 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Wed, 08 Nov 2023 16:31:29 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
10. Wed, 15 Nov 2023 18:59:41 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 11 Sep 2023 16:57:36 GMT

Viewing: 483 : International Economics Academic Certificate

Last edit: Wed, 15 Nov 2023 18:56:39 GMT

Changes proposed by: Eric Stuen

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|-------------------|
| Eric Stuen | estuen@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2024-2025

Program Title

International Economics Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

45.0605 - International Economics.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

All courses required for the certificate are currently being offered by UI in Moscow.

Curriculum:

International Economics is the study of productive differences between countries, the economic implications of such differences, and the linkages between economies. Incorporating both micro- and macroeconomics, this certificate focuses on sustainable economic development, poverty reduction, international trade, immigration, and globalization.

All required coursework must be completed with a grade of 'C' or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

| Code | Title | Hours |
|-------------|-------------------------------------|--------------|
| ECON 201 | Principles of Macroeconomics | 3 |
| ECON 202 | Principles of Microeconomics | 3 |
| ECON 446 | International Economics | 3 |
| ECON 447 | International Development Economics | 3 |

Total Hours**12**

Courses to total 12 credits for this certificate.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Students completing this program will be able to:

- describe how national and international policies impact globalization.
- use models to analyze the pros and cons of international trade and other international linkages in the global economy.
- compare and contrast countries' levels of economic development using country-level datasets.
- critically evaluate the factors contributing to economic growth and stagnation in countries around the globe.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Instructors of courses in the program will use written assignments and evaluations such as problem sets, essays, research papers, and exams, and responses on these assignments to particular learning outcomes. Responses will be determined to "exceed", "meet", or "not meet" expectations. The proportion of students meeting or exceeding expectations is the statistic used to gauge performance of the program.

How will you ensure that the assessment findings will be used to improve the program?

The Economics area coordinator and Department of Business Head will review the assessment findings and make recommendations to instructors on content improvements.

What direct and indirect measures will be used to assess student learning?

Direct and indirect measures include written responses on problem sets, essays, research papers, and/or exams, as described above.

When will assessment activities occur and at what frequency?

All learning objectives will be assessed by some courses in the certificate each semester.

Student Learning Outcomes

Learning Objectives

Students completing this program will be able to:

- describe how national and international policies impact globalization.
- use models to analyze the pros and cons of international trade and other international linkages in the global economy.
- compare and contrast countries' levels of economic development using country-level datasets.
- critically evaluate the factors contributing to economic growth and stagnation in countries around the globe.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

Many business and social issues are the subject of International Economics, from export promotion to sustainable development. This certificate brings together economics courses already being taught at UI that form the basis of knowledge of International Economics. It will serve potential students from outside the university as well as those already at UI who seek to learn more about the

subject. Initially, no added workload is anticipated as the courses are already being offered. With substantially high enrollment in the certificate, additional sections of the courses may be added.

Supporting Documents

483 Program Description International Economics.pdf

Reviewer Comments

Mya Groza (myagroza) (Fri, 08 Sep 2023 22:20:07 GMT): Rollback: Please change to No for 50% or more 'via distance.'

Linda Lundgren (lindalundgren) (Wed, 04 Oct 2023 18:29:30 GMT): 10/4/23: LL uploaded program description.

Rebecca Frost (rfrost) (Mon, 06 Nov 2023 23:42:19 GMT): Updated curriculum to catalog standards.

Sydney Beal (sbeal) (Wed, 15 Nov 2023 18:03:08 GMT): Updated online availability per the UCC 11/13/23 meeting.

Key: 483

Program Description:

International Economics is the study of productive differences between countries, the economic implications of such differences, and the linkages between economies. Incorporating both micro- and macroeconomics, this certificate focuses on sustainable economic development, poverty reduction, international trade, immigration, and globalization.

523: ECONOMICS OF PUBLIC POLICY UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 079 Chair (myagroza@uidaho.edu)
2. 13 Curriculum Committee Chair (estuen@uidaho.edu)
3. 13 Dean (dwoolley@uidaho.edu; lvictoravich@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:19:49 GMT
Mya Groza (myagroza): Rollback to Initiator
2. Mon, 11 Sep 2023 16:59:17 GMT
Mya Groza (myagroza): Approved for 079 Chair
3. Mon, 11 Sep 2023 18:22:59 GMT
Eric Stuen (estuen): Approved for 13 Curriculum Committee Chair
4. Fri, 29 Sep 2023 20:37:00 GMT
Lisa Victoravich (lvictoravich): Approved for 13 Dean
5. Tue, 03 Oct 2023 22:24:02 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
6. Wed, 11 Oct 2023 20:49:52 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
7. Mon, 06 Nov 2023 23:50:59 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 07 Nov 2023 22:22:24 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Wed, 08 Nov 2023 16:35:47 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
10. Wed, 15 Nov 2023 18:59:43 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 11 Sep 2023 16:58:32 GMT

Viewing: 523 : Economics of Public Policy Undergraduate Academic Certificate

Last edit: Wed, 15 Nov 2023 18:55:55 GMT

Changes proposed by: Eric Stuen

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|-------------------|
| Eric Stuen | estuen@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2024-2025

Program Title

Economics of Public Policy Undergraduate Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

45.0601 - Economics, General.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

All courses required for the certificate are currently being offered by UI in Moscow.

Curriculum:

Public Economics is the study of public policies with a focus on efficiency and equity. This certificate involves the analysis of regulatory frameworks at the local, state, and national levels. Students may elect to focus on regional and local economic issues, taxation and spending, antitrust, and labor market policies.

All required coursework must be completed with a grade of 'C' or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

| Code | Title | Hours |
|------------------------------|--|-------|
| ECON 201 | Principles of Macroeconomics | 3 |
| ECON 202 | Principles of Microeconomics | 3 |
| Select two of the following: | | 6 |
| ECON 395 | Regional Economic Analysis | |
| ECON 407 | Public Finance | |
| ECON 415 | Market Structure and Governmental Policy | |

ECON 441

Labor Economics

Total Hours**12****Courses to total 12 credits for this certificate.****Distance Education Availability**

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Students completing this certificate will be able to:

- (1) assess the socioeconomic contribution of any firm in a regional economy.
- (2) apply economic reasoning and models to specific issues in the labor market, such as hiring decisions, compensation, and immigration.
- (3) apply economic reasoning and models to specific issues in the public sector of the economy, such as public good provision, externalities, and tax policy.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Instructors of courses in the program will use written assignments and evaluations such as problem sets, essays, research papers, and exams, and responses on these assignments to particular learning outcomes. Responses will be determined to "exceed", "meet", or "not meet" expectations. The proportion of students meeting or exceeding expectations is the statistic used to gauge performance of the program.

How will you ensure that the assessment findings will be used to improve the program?

The Economics area coordinator and Department of Business Head will review the assessment findings and make recommendations to instructors on content improvements.

What direct and indirect measures will be used to assess student learning?

Direct and indirect measures include written responses on problem sets, essays, research papers, and/or exams, as described above.

When will assessment activities occur and at what frequency?

All learning objectives will be assessed by some courses in the certificate each semester.

Student Learning Outcomes**Learning Objectives**

Students completing this certificate will be able to:

- (1) assess the socioeconomic contribution of any firm in a regional economy.
- (2) apply economic reasoning and models to specific issues in the labor market, such as hiring decisions, compensation, and immigration.

(3) apply economic reasoning and models to specific issues in the public sector of the economy, such as public good provision, externalities, and tax policy.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

A wide range of jobs are engaged with public policy in various ways, from jobs in businesses affected by regulations to the policy makers and their aides making the regulations. All parties need to be better informed about the economics of public policy. This certificate brings together Economics courses already being taught at UI that together form the basis of knowledge of public policy issues. It will serve potential students from outside the university as well as those already at UI who seek to learn more about public policy. Initially, no added workload is anticipated as the courses are already being offered. With substantially high enrollment in the certificate, additional sections of the courses may be added.

Supporting Documents

523 Program Description Economics of Public Policy Academic Certificate.pdf

Reviewer Comments

Mya Groza (myagroza) (Fri, 08 Sep 2023 22:19:49 GMT): Rollback: Please change to No for 50% or more 'via distance.'

Linda Lundgren (lindalundgren) (Wed, 04 Oct 2023 18:23:52 GMT): 10/4/23: LL uploaded the program description for #523.

Rebecca Frost (rfrost) (Mon, 06 Nov 2023 23:50:57 GMT): Formatted curriculum to catalog standard.

Sydney Beal (sbeal) (Wed, 15 Nov 2023 18:03:34 GMT): Updated online availability per the UCC 11/13/23 meeting.

Key: 523

Program Description: Economics of Public Policy Academic Certificate

Public Economics is the study of public policies with a focus on efficiency and equity. This certificate involves the analysis of regulatory frameworks at the local, state, and national levels. Students may elect to focus on regional and local economic issues, taxation and spending, anti-trust, and labor market policies.



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 1565 ACADEMIC RANKS AND RESPONSIBILITIES**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Alistair Smith, FAC Chair

Policy sponsor, if different from originator:

Reviewed by General Counsel: __Yes __x_No Name & Date:

Comprehensive review? __Yes x__No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

C-2 revised to clarify how advising is credited for evaluative purposes.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

None

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 3500

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

1565

ACADEMIC RANKS AND RESPONSIBILITIES

OWNER

Vice Provost for Faculty
Diane Kelly-Reilly
dkr@uidaho.edu

LAST REVISION: July 2022

CONTENTS:

- A. Introduction
- B. Definitions
- C. Responsibility Areas
- D. University Faculty
- E. Emeriti
- F. Associated Faculty
- G. Temporary Faculty
- H. Non-Faculty
- I. Qualification of Non-faculty Members for Teaching UI Courses

A. INTRODUCTION.

A-1. The principal functions of a university are the preservation, advancement, synthesis, application, and transmission of knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The University of Idaho, therefore, strives to recruit and retain distinguished faculty members with outstanding qualifications.

In order to carry out its functions and to serve most effectively its students and the public, the university supports the diversification of faculty roles. Such diversification ensures an optimal use of the university's faculty talents and resources.

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty to meet the varying responsibilities placed upon the institution, both internally and externally. No more than 25 percent, or a lower limit as defined by the department or similar unit's by-laws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head's decision to the Faculty Appeals Hearing Board [FSH [3840](#)].

As indicated in Section 3320 A-1, faculty performance evaluations that are used for yearly, third-year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members' annual position descriptions (FSH 3050). Each unit will develop substantive criteria in its bylaws for promotion and review of its faculty

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170).

B. DEFINITIONS:

B-1. Advancement: focuses on fostering relationships, building partnerships, creating awareness and generating

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support with alumni, donors, leaders, business partners, legislators and the community for the university's mission in academics, scholarship and outreach (see the office of University Advancement at <http://www.uidaho.edu/givetoidaho/meetourpeople/universityadvancementvpooffice.aspx>).

B-2. Cooperative education: a structured educational strategy that blends classroom studies with learning through productive work experiences. It provides progressive experiences for integrating theory and practice. Co-op education (including internships and externships) is a partnership between students, educational institutions and employers, with specified responsibilities for each party.

B-3. Distance education: the process through which learning occurs when teachers, students, and support services are separated by physical distance. Technology, sometimes in tandem with face-to-face communication, is used to bridge the distance gap.

B-4. Extension Service: Extension is an outreach activity that generally involves non-formal educational programs that transfer knowledge from the university to help improve people's lives through research in areas like agriculture and food, environment and natural resources, families and youth, health and nutrition, and community and economic development.

B-5. Extramural Professional Service: refers to activities that extend service beyond the university and can include elements of service, outreach, scholarship, and/or teaching.

B-6. Interdisciplinary: "an activity that involves teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice."¹

B-7. Professional Development: a learning process that expands the capacity of the faculty member to advance in the responsibilities as defined in his/her position description and aligns with the university's goals. Examples include but are not limited to participation in conferences, continuing professional education (including credit and noncredit courses) and other activities that enhance a faculty member's expertise and ability.

B-8. Service learning: an activity that integrates student learning with service and civic engagement to meet real community needs and achieve learning outcomes. Service-learning can be used in curricular settings (i.e. academic courses) or co-curricular settings, (e.g. ASUI's volunteer/civic engagement programs).

B-9. Technology transfer: a process through which knowledge, technical information, and products developed through various kinds of scientific, business, and engineering research are provided to potential users. Technology transfer encourages and accelerates testing and using new knowledge, information and products. The benefit of technology transfer may occur either at the community (public) or firm (private) level.

B-10. Unit Administration: includes assisting higher administration in the assignment and in the evaluation of the services of each member of the unit's faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.

C. RESPONSIBILITY AREAS: Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development./

C-1. TEACHING AND ADVISING: The university's goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising

¹ National Academy of Science

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and/or mentoring of students./

a. Teaching: Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description.

Evidence of teaching effectiveness shall include student feedback on teaching, and may include course design reviews, teaching observations, self-assessment, learning outcome assessment data, teaching recognition and awards, mid-term formative feedback on instruction (FSH 2700 B-6), or other documentation of effective teaching. Additional information about evidence of teaching effectiveness can be found through the Provost's Office.

b. Advising: For the purposes of this section, advising includes mentoring and student retention activities. These activities are an important faculty responsibility and a key function of academic citizenship, and may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member's capacity to advise.

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the unit or college; (2) undergraduate or graduate student advisees' evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation.

C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES: Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university's Carnegie designation as "research university high" fosters an emphasis on scholarly and creative activities.

Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Both are ongoing obligations of all members of the faculty.

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. The number of undergraduate and graduate students advised may be credited to Scholarship and Creative Activity or to Teaching and Advising for evaluative purposes, but not to both. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member.

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a. Scholarship in Teaching and Learning: can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of textbooks, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants.

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member's peers both at the University and at other institutions of higher learning.

b. Scholarship in Artistic Creativity: involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member's work, such as musical composition, artistic performance, creative writing, mass media activity, or original design.

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries.

c. Scholarship in Discovery: involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers.

Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member's work by other professionals in the field; published reviews and commentary about a faculty member's work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member's discipline or sub-discipline.

d. Scholarship of Integration: often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner.

e. Scholarship of Outreach/Application/Engagement: These activities apply faculty members' knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include economic development, environmental sustainability, stimulation of entrepreneurial

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activity, integration of arts and sciences into people's lives, enhancement of human well being, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member's work.

C-3. OUTREACH and EXTENSION: Outreach activities are originated by every unit on UI's Moscow campus and from each of the University's physical locations around the state.

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities; and (e) undergraduate and graduate student recruiting activities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, workshops, presentations, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member's position description specifies where his or her activities will be counted.

Evidence of effective outreach activities may include, but are not limited to, (1) documentation of the process by which needs were identified and what steps were taken to deliver carefully planned and implemented programs; (2) numbers of individuals and types of audiences affected; (3) evaluation by participants in outreach activities; (4) other measures of significance to the discipline/profession, state, nation, region and/or world; (5) quantity and quality of outreach publications and other mass-media outlets; (6) evaluation of the program's effects on participants and stakeholders; (7) awards, particularly those involving peer evaluation; (8) letters of commendation from individuals within organizations to whom service was provided; (9) service in a leadership role of a professional or scientific organization as an officer or other significant position; and (10) other evidence of professional service oriented projects/outputs.

C-4. UNIVERSITY SERVICE AND LEADERSHIP: The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect.

a. Intramural service is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review.

Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers.

Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation.

b. Administration:

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(1) Unit Administration (see FSH 1565 B): FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations.

(2) Other: Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy.

Demonstration of effective administration may be documented by a variety of means. Examples include: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent's leadership.

D. UNIVERSITY FACULTY (FSH 1520 Article II):

D-1. INSTRUCTOR: Instructors may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Appointment to instructor constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated below. To avoid confusion over university faculty (those who have voting rights per FSH 1520 II, Section 1) the title of Instructor shall not be used in any other university position.

a. Instructor. Appointment to this rank requires proof of advanced study in the field in which the instructor will teach, the promise of teaching effectiveness, and satisfactory recommendations. Instructors have charge of instruction in assigned classes or laboratory sections under the general supervision of the departmental administrator. When they are engaged in teaching classes with multiple sections, the objectives, content, and teaching methods of the courses will normally be established by senior members of the faculty or by departmental committees. Instructors are expected to assist in the general work of the department and to make suggestions for innovations and improvements.

b. Senior Instructor. Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Instructors are promotable to senior instructor. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of reappointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature.

D-2. FACULTY:

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a. Assistant Professor. Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. [1565 C]

b. Associate Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service. [1565 C]

c. Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major field. A professor will have made major scholarly contributions to his or her field as evidenced by several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, discovery, artistic creativity, and outreach/application/engagement. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy, and in providing intramural and extramural professional service. [1565 C]

D-3. RESEARCH FACULTY:

a. Assistant, Associate and Professor. Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above.

D-4. EXTENSION FACULTY:

a. Extension Faculty with Rank of Instructor. Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others.

b. Extension Faculty with Rank of Assistant Professor. Appointment to this rank requires a master's degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves.

c. Extension Faculty with Rank of Associate Professor. In addition to the qualifications required of extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement

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of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context.

d. Extension Faculty with Rank of Professor. In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context.

D-5. LIBRARIAN:

a. Librarian with Rank of Instructor. Appointment to this rank requires an advanced degree in library science from a library school accredited by the American Library Association or an equivalent terminal degree and relevant experience and: (a) evidence of potential for successful overall performance and for development as an academic librarian; (b) when required for specific positions (e.g., cataloger, assistant in a subject library), knowledge of one or more subject areas or pertinent successful experience in library work.

b. Librarian with Rank of Assistant Professor. Appointment to this rank requires the qualifications for librarian with rank of instructor and: (a) demonstrated ability, competence, and effectiveness in performing assigned supervisory-administrative, specialized public service, or technical service responsibilities; (b) demonstrated ability to establish and maintain harmonious working relationships with library colleagues and other members of the university community; (c) evidence of professional growth through study; creative activity; participation in workshops, conferences, seminars, etc.; participation in appropriate professional organizations; awareness of current developments in the profession and ability to apply them effectively in the area of responsibility; (d) service to the library, university, or community through committee work or equivalent activities.

c. Librarian with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context.

d. Librarian with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement of an outstanding record of creative librarianship, of effective administration, or of practical application of research resulting in significant publications or comparable productivity; (c) an

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additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context.

D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

a. Psychologist with Rank of Instructor. Appointment to this rank requires: an advanced degree in counseling, counseling psychology, clinical psychology, or closely related field earned in a professional program accredited by the appropriate accrediting association; evidence of effective skills in counseling or therapy; and evidence of pursuit of a terminal degree.

b. Psychologist or Licensed Psychologist with Rank of Assistant Professor. Appointment to this rank requires the qualifications for psychologist with rank of instructor and: a doctoral or equivalent terminal degree; evidence of effective skills in counseling or therapy; awareness of current developments in the profession; and demonstrated potential for participation in appropriate professional organizations, service to the Counseling and Testing Center, the university, and the community through teaching, committee membership, or equivalent activities, and the development and execution of research projects or the development and execution of outreach services designed to benefit UI students.

c. Licensed Psychologist with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context.

d. Licensed Psychologist with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context.

D-7. OFFICER-EDUCATION: Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects:

a. Academic Preparation. It is desirable for officer education faculty members to have at least a master's degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors.

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b. Specialized Preparation. The officer must have significant education, experience, or formal preparation in the subject areas in which he or she will teach.

c. Military Background and Preparation. A junior officer is expected to have had significant professional performance and experience. It is also desirable that the officer have some formal military education beyond commissioning. A senior officer should have broad experience with excellent performance. He or she is expected to have attended a junior or senior military college and to have made a distinguished record there.

d. Teaching. It is desirable for officers to have had some teaching experience. It is recognized that this is not always possible for junior officers. For such an officer, there should be some evidence that he or she will become a satisfactory teacher. Heads of officer education programs are expected to be experienced instructors.

e. Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the required information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors.

f. Appointment:

1. The following information is submitted by the nominee's service: (1) transcripts from undergraduate and graduate academic institutions; (2) transcripts or appropriate records from military schools and staff colleges; (3) at least three letters of recommendation from appropriate sources, such as former professors, military instructors, and supervisors or commanders. These letters should be concerned with matters such as the officer's civilian academic performance, military record and leadership ability, and actual or potential performance as a teacher. (Former supervisors or commanders could give their opinion based on the officer's demonstration of leadership ability and his or her experience as a training officer.); (4) a summary of the officer's duty assignments and military and teaching positions held; (5) copies of favorable communications from the officer's file.

2. The following is provided by the program unit concerned: (1) a description of the military schools attended and courses completed by the nominee; (2) a description of the positions held by the nominee; (3) an explanation of the appropriateness of the officer's experience and training to the courses he or she will teach.

3. Copies of the requested material are distributed by the local unit to the members of the Officer Education Committee at least 72 hours before the meeting at which the committee will consider the nominee. For appointments commencing in the fall, this information should normally be made available not later than the preceding May 1.

4. In the case of a person nominated to head an officer education program, UI may require a personal interview.

5. A minimum of two weeks, after receipt of all required information, is necessary for consideration of the nominee. UI notifies the nominee's service of its decision within one month.

D-8. UNIVERSITY DISTINGUISHED PROFESSOR: Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor² is bestowed upon

² As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor's name may be added to the title.

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University of Idaho faculty in recognition of sustained excellence in teaching, scholarship³, outreach, and service. The rank will be held for the remainder of the recipient's active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University. University Distinguished Faculty will receive a stipend of at least \$5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the number of appointments in a given year resides with the President.

a. Selection Criteria: In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work.

University Distinguished Professors will have achieved a superior record in the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; and University service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics.

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service at the University, typically at the rank of Professor.

b. Selection Process: University Distinguished Professorships will be awarded by the president upon recommendation of The University Distinguished Professorship Advisory Committee a standing committee composed of four faculty members and three deans. The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost to serve three-year terms on a staggered basis. Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach.

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually.
2. Written nominations will be submitted to the Provost and must include:
 - a. A nominating letter with a brief summary of the candidate's achievements;
 - b. The candidate's *curriculum vitae*, including a list of any significant previous awards;
 - c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from students, colleagues at the University of Idaho, and/or other institutions. Letters should describe the impact of the nominee on her/his field, evidence of external recognition, and the context of her/his work over the course of her/his employment.
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President.
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no candidates will be selected.
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

D-9. CLINICAL FACULTY: Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted to

³ Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.

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the ranks of clinical assistant professor, clinical associate professor or clinical full professor.

a. Responsibilities, Privileges, and Rights. A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the clinical faculty. They have the same responsibilities and privileges as university faculty (FSH 1520 II 1)

Clinical faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service.

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups.

2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

b. Qualifications. Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit.

c. Conversion. Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean, subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university's strategic goals than a tenure-track position.

E. EMERITUS STATUS. (FSH 1520 II.2)

E-1. PURPOSE. Emeritus status benefits both the university and emeriti by providing opportunities for emeriti to maintain ties with faculty members and continue service to the university and community.

E-2. ELIGIBILITY. A board-appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service and attained the rule of 65 (age plus years of service is at least 65) is eligible for emeritus status.

E-3. APPOINTMENT.

1. Faculty must request consideration for emeritus status. This request may be made in the notice of resignation or in a request made directly to the provost. This request may be made along with or at any point following the submission of the letter of resignation. If a faculty member who is eligible for emeritus status under section E-2 does not request consideration for emeritus status in their resignation letter, then their college or department will send a notice to the faculty member asking if they wish to request emeritus status. The college or department will send a similar notice to any eligible faculty who receives a terminal contract due to program closure or similar circumstances.
2. In ordinary circumstances, the provost will grant emeritus status if the eligibility requirements specified in E-2 are satisfied. In exceptional circumstances, the provost may suspend the above eligibility rules and award, deny, or revoke a faculty member's emeritus status with a written notification to the faculty member stating the reasons for the decision and notifying them of the ability to appeal. A faculty member may appeal this decision to the Faculty Senate Chair, Faculty Senate Vice Chair, and Faculty Secretary, where the provost's decision must be upheld by a unanimous vote in order to be enacted. Examples of exceptional circumstances include the reasons outlined in FSH 3910 A-1.

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3. A list of emeriti is maintained by the Provost's office.
4. Emeriti are responsible for updating contact information with the university.

E-4. PRIVILEGES.

- a. **Access.** Emeriti continue to have access to research, library, and other UI facilities.
- b. **Participation.** UI encourages the voluntary continued participation of emeriti in the activities of the academic community. Emeriti may take an active role in the service and committee functions of their department, college, and the university as described in FSH 1520 II.2. Other activities are subject to approval by the provost.
- c. **Title.** Emeriti may use the title "professor emeritus/emera," "research professor emeritus/emera," or "extension professor emeritus/emera," as applicable. A faculty member without such rank has the designation "emeritus" or "emera," as applicable, added to the administrative or service title held at the time of retirement.
- d. **Mail.** Departmental mailboxes continue to be available to emeriti who reside locally. Emeriti who have departmental mailboxes receive full distribution of departmental notices unless otherwise requested.
- e. **Office supplies.** Office supplies are available under regular departmental procedures.
- f. **Postage.** Departmental postage may be used for professional mail.
- g. **Parking.** Emeriti receive one non-transferable gold parking permit annually.
- h. **Discount programs.** Emeriti receive any discounts available to other faculty members through various UI programs.
- i. **Functions.** Emeriti are invited to the same university, college, and departmental functions as active faculty.
- j. **Travel funding.** Travel funding may be used to support professional activities of emeriti in service to the university (e.g. guest lectures, research design, consultation, etc.). Emeriti may have a lower priority for travel funding than active faculty and such funding is at the discretion of the unit administrator or dean.
- k. **Office/lab space.** Offices and labs for emeriti are provided on a space-available basis as determined by the unit administrator or dean, giving higher priority to active faculty and unit needs. Office and lab space allocations to emeriti may be revoked upon 60 days' notice.
- l. **Information technology services.** Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g., email, instant messaging, etc.), technical support, and offered software.

E-5. EMPLOYMENT OPPORTUNITIES.

- a. Emeriti may hold a temporary or permanent part-time position (0.49 FTE or less) subject to regular employment procedures. It is the responsibility of emeriti to consult with HR regarding impact to benefits.
- b. Emeriti shall not serve as supervisors of other employees unless they hold a position as outlined in E-5-a herein.

F. ASSOCIATED FACULTY: Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave.

F-1. AFFILIATE FACULTY:

- a. **General.** The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection d below, and authorizes assignment of service functions as described in subsection d-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline.

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b. Employment Status. An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency's units or programs that is officially associated with the university.

c. Distinction between Affiliate and Adjunct Faculties. Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are not UI employees. An adjunct faculty member's primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially that of a collaborator with a UI unit, program, or faculty member. An affiliate faculty member, in contrast, has a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership.

d. Responsibilities, Privileges, and Rights. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.)

Affiliate faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service.

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the dean of graduate studies), or act as expert advisers to faculty members or groups.

2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned.

3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740]

e. Qualifications. Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit.

f. Appointment.

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university.

2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee's immediate supervisor and the faculty

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of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents.

3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a "Personnel Action" form.

F-2. ADJUNCT FACULTY:

a. General. The adjunct faculty includes highly qualified persons who are not employed by UI but are closely associated with its programs. [For the distinction between the affiliate and the adjunct faculty categories, see 1565 F-1-c.]

b. Responsibilities. Members of the adjunct faculty have the same academic freedom and responsibility as do members of the university faculty; however, their right to vote in meetings of the university faculty and of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. Adjunct faculty members may be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees, including graduate students' supervisory committees (with approval by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning.

c. Qualifications. Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member's responsibility.

d. Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740)

e. Appointment.

1. Appointments to the adjunct faculty may be made at any time. b. Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointments should be continued unless the adjunct faculty member is actively engaged in the responsibilities for which he or she was appointed.

2. Recommendations for appointment to the adjunct faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct faculty may also be assigned responsibilities with respect to the degree programs with approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents.

3. Before formal appointment procedures are begun, the prospective adjunct faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee's employer, if any, will be requested and recorded.

4. Appointment information is recorded on the regular "Personnel Action" form.

5. The appointment of adjunct faculty members to graduate students' supervisory committees requires approval by the dean of the College of Graduate Studies.

G. TEMPORARY FACULTY: Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave.

G-1. LECTURER. A teaching title that may be used at any level, i.e., it carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional

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role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half-time and (b) has been on such appointment for at least four semesters. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit's bylaws. The review committee defined by the unit's bylaws shall include tenure-track faculty within the unit.

G-2. VISITING FACULTY. A designation that, when used with a professorial title, customarily indicates that the appointee holds a regular teaching or research position at another institution. A visiting appointee who does not hold a professorial rank elsewhere may be designated as a lecturer. Appointees with visiting academic ranks (e.g., visiting associate professor, visiting professor) are considered temporary members of the university faculty. Those on full-time appointment have the privilege of voting in meetings of the university faculty and of the appropriate constituent faculties.

G-3. ACTING. Persons who are judged competent to perform particular duties may be appointed for temporary service as acting members of the faculty. An acting appointment may also be used to establish a probationary period for an initial appointment of a person who, while being considered for a regular position on the faculty, is completing the required credentials for a permanent appointment. Persons on acting status are not voting members of the university faculty or of constituent faculties.

G-4. ASSOCIATE. A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties.

H. NON-FACULTY: Those within this category are not members of the faculty.

H-1. POSTDOCTORAL FELLOW. Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of "temporary or special" (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.]

H-2. GRADUATE STUDENT APPOINTEES: The general nature of the following graduate assistantships is defined as an apprenticeship experience that consists of a work obligation partnered with educational and developmental activities, all of which are integrated with the graduate degree program of the student. All graduate assistants must be individually mentored by a faculty advisor and may receive additional mentoring from other faculty and/or staff on or off campus. All graduate assistant positions (H-2. a, b, c) are limited to twenty hours per week of work. All graduate student appointees must be academically qualified and registered. [See also 3080 D-2-a.]

a. Graduate Teaching Assistant. Graduate Teaching Assistants perform duties related to the instructional efforts of the unit in which they are employed under the supervision of a member of the university faculty, associated faculty, or temporary faculty (see FSH 1565 D, F, and G). These duties, which must be associated with academic credit instruction and constitute at least 50 percent of a Graduate Teaching Assistant's effort, may include, but not be limited to: primary teaching responsibilities; grading assignments; assisting with the delivery of instruction through technology; and providing other assistance related to instruction.

b. Graduate Research Assistant. Graduate Research Assistants develop competence in performing professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source.

c. Graduate Support Assistant. Graduate Support Assistants perform a wide range of duties and can have varying responsibilities in academic and non-academic campus departments and programs. The specific duties depend on the needs of the office or project and on the qualifications and experiences of the Graduate Support Assistant. Graduate Support Assistants may provide academic and/or non-academic instruction, and/or assist with research, or provide other support functions. The duties must be directly related to the Graduate Support

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Assistant's program of study. The College of Graduate Studies shall periodically publish standards governing the permissible scope of Graduate Support Assistant appointments on its website.

I. QUALIFICATIONS OF NONFACULTY MEMBERS FOR TEACHING UI COURSES. Persons who are not members of the university faculty but are selected to teach UI courses offered for university-level credit (including continuing-education courses and those offered by correspondence study) are required to have scholarly and professional qualifications equivalent to those required of faculty members.

Version History

Amended July 2022. Revised and clarified section C-1.a. to expand and clarify the evidence that may be used in evaluating teaching effectiveness.

Amended July 2021. Editorial changes.

Amended July 2020. The policy on emeritus status was extensively revised to provide greater clarity, ensure conformity with labor law, and add the ability to revoke emeritus status in exceptional circumstances. Section D-5 Librarian was revised to provide more flexibility in recruiting efforts.

Amended January 2020. The policy on office hours was moved from FSH 3240 to C-1.c. Changes were made to sections C-1 and C-3 to ensure that faculty efforts in the areas of teaching, advising, and outreach and extension are properly credited.

Amended July 2018. A new category for graduate support assistants was added to address needs that are not covered under the role of a typical teaching or research assistant position.

Amended July 2014. The cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised.

Amended January 2014. The time necessary to qualify for emeritus status was redefined.

Amended July 2013. Definitions for research and teaching assistants were more clearly defined.

Amended July 2012. Edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E.

Amended July 2011. Voting for associated faculty was clarified and Clinical Faculty under "G. Temporary Faculty" moved to "D. University Faculty" as D-9 and was revised.

Amended July 2010. The affiliate and adjunct terms were switched to conform to national norms and the rank of Distinguished Professor was added.

Amended January 2010. Changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege.

Amended July 2008. The policy was reorganized to better reflect classifications as stated in FSH 1520 Article II.

Amended July 2006. Substantial revisions were made to Section A.

Amended July 2001. Section J-1, voting rights for lecturers, was changed.

Amended July 2000. Revisions were made to C-1, D-1, and E-1.

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Amended 1998. Extensive revisions were made to B (entirely new), C, D, and E.

Amended July 1998. Section A underwent additional substantial revision.

Amended July 1996. The definitions of ‘postdoctoral fellow’ (J-5), ‘graduate assistant’ (K-3) and ‘research fellow’ (K-4) were revised.

Amended July 1994. Section A was substantially revised, so as to underline better the importance of both teaching and scholarship. The so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance.

Amended 1987. The material in section I was added.

Adopted 1979.



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition x Revision* Deletion* Interim Minor Amendment
Policy Number & Title: **FSH 2300 STUDENT CODE OF CONDUCT**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Policy originator: Cari Fealy, Associate Dean of Students

Policy sponsor, if different from originator: Blaine Eckles, Dean of Students

Reviewed by General Counsel: __Yes X__No Name & Date: Review pending

Comprehensive review? _x_Yes __No

- Policy/Procedure Statement:** Briefly explain the reason for the proposed change. Comprehensive review resulting in rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student Code of Conduct have been combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. This policy revision is accompanied by the proposed deletion of FSH 2400.

The following are the major changes to the policy:

- The policy was rewritten using language more accessible and understandable for students.
- The Code of Conduct and conduct process were combined in a single policy for ease of use.
- Removed processes related to Title IX sexual harassment to align with the recently revised FSH 6100.
- Added clarifying language around academic dishonesty resolution.
- Added language aligning with case law to follow best practices in student conduct policies.
- Added a section on free speech.

- Fiscal Impact:** What fiscal impact, if any, will this change have?

No direct impact.

- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 2400
FSH 6100

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

2300

STUDENT CODE OF CONDUCT & RESOLUTION PROCESS

CONTENTS:

- A. Introduction**
- B. Purpose**
- C. Scope**
- D. Definitions**
- E. Prohibited conduct**
- F. Conduct resolution process**
- G. Miscellaneous**

A. Introduction

A-1. The University of Idaho is committed to creating and maintaining a productive living-and-learning community that fosters the intellectual, personal, cultural, and ethical development of its students. Self-discipline and respect for the rights and privileges of others are essential to the educational process and to good citizenship. Student expectations include:

- Students are expected to show respect for order, civility, and respect for the rights of others within and without the University as these attributes are demanded of good citizens.
- Students are expected to uphold the rights and dignity of others regardless of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation or gender identity.
- Students are expected to uphold the integrity of the University as a community of scholars in which free speech is available to all and intellectual honesty is demanded of all.
- Students are expected to respect University policies as well as local, state, and federal law.

A-2. The University of Idaho conduct process works to balance the safety and security of the members of the University of Idaho community through personal accountability, reflection, and growth. Students have an opportunity to reflect on their choices, understand how their actions have an impact on those around them, and grow from the experience.

A-3. The University strives to provide a fair and consistent student conduct process based on university policy and best practices. By educating students to better understand how their decisions affect themselves and their community they learn reflection, follow-up, and accountability. The Dean of Students Office collaborates with campus and community partners to provide resources and support to students.

B. Purpose

B-1. The Student Code of Conduct & Conduct Resolution Process (“the Code”) contains prohibited student conduct and regulations for addressing reports of such conduct in a manner consistent with the requirements of procedural due process. In addition to the general expectations for conduct as set forth in this chapter, it contains a description of prohibited conduct.

B-2. The Dean of Students or their designee (referred to collectively in the Code as “the DOS”) has primary authority and responsibility for the administration of the Code.

The DOS, upon finding, in its discretion, that there is a conflict of interest, or for other reasons necessary to effectuate the policy, may appoint an external person to serve in any of the roles created in the Code. The Dean of Students works with faculty, staff, hearing officers, and/or the student conduct board in the disposition of Student Code of Conduct violations. There is no standard discipline that applies to violations of the Student Code of Conduct. In deciding the outcome in each situation, the Dean of Students will consider, among other factors, the nature and seriousness of the behavior, the motivation underlying the behavior, and precedent in similar cases.

B-3. Although DOS has primary authority and responsibility for administration of the Code, the Director of the University's Office of Civil Rights and Investigations (“OCRI”) has primary authority and responsibility for the investigation of prohibited student conduct that includes allegations of discrimination, as defined in the Code. We invite you to learn more about the interplay between the Code and OCRI's policies, procedures, and processes by visiting [OCRI's website](#) or directing inquiries to ocri@uidaho.edu.

B-4. The Code does not restrict protected speech, even speech that some may find objectionable. The interplay between freedom of speech and expectations for students is complex and we invite you to learn more about freedom of speech and the Dean of Students office student conduct processes as they relate to freedom of speech by directing inquiries to askjoe@uidaho.edu.

B-5. The University bears the burden of proving that a student engaged in misconduct by a preponderance of evidence. A “preponderance of evidence” means that quantity and quality of evidence which, when fairly considered, produces the stronger impression, and has the greater weight, and is more convincing as to its

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truth than the evidence in opposition – or in other words, the facts as determined by the Hearing Officer or Board indicate that it is more likely than not that the student violated the Code. Formal rules of evidence applied in courtroom proceedings do not apply to this process. Evidence that is determined to be relevant to a case, by the Hearing Officer, Administrator, or Board Chair, is admissible at a hearing. This may include direct evidence, circumstantial evidence, documentary evidence, hearsay evidence, and signed statements. Admitting evidence does not imply that the evidence carries specific level of weight, including persuasiveness and credibility. Unduly repetitive information is not relevant.

B-6. The administration of the Student Code of Conduct and Student Conduct Process applies affirmative action and equal opportunity standards consistent with FSH 3060 and 3065. Additionally, the Code is supported by nondiscrimination practices and definitions in FSH 3200, 3210, 3215, and 6100.

C. Scope

C-1. Individuals subject to the Code

a. Students

1. By enrolling at the University of Idaho, students voluntarily accept responsibility for compliance with all University policies including the Code.
2. Students are responsible for their behavior from time of admittance to the University through the awarding of a degree, even though conduct may occur before classes begin or after classes end. Students are responsible for their conduct during the academic year and during periods between enrollment terms.
3. The University recognizes that students may also be employees, and their conduct may be subject to review and discipline under the Code and any applicable employment policies.

b. Reporting parties. Employees and students who are reporting student behavior that may be prohibited by the Student Code of Conduct.

c. Other. Employees and students who are otherwise involved in the conduct process.

C-2. Behavior subject to the Code

a. The Code applies to conduct that occurs on University property, within or at University–sponsored activities, off campus, online, or through other electronic means.

b. The University may address off-campus behaviors when the Dean of Students determines that the off-campus conduct affects a University interest. University interests include but are not limited to health and safety, protection of rights or property of others and promoting the University’s mission.

c. Jurisdiction for the DOS to address student behavior or misconduct begins upon admission and ends at commencement. If serious misconduct was

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committed while a student was enrolled but is reported after graduation, the University may invoke the disciplinary process referred to in Section F and may revoke the student's degree if they are found responsible.

d. If a student withdraws from school while a conduct matter is pending, the Code remains applicable to the student's conduct prior to withdrawal.

e. The University reserves the right to proceed with the conduct process in a student's absence or to delay the process until the student seeks re-enrollment.

f. Depending on conduct process outcomes, a hold may be placed on the student's ability to re-enroll and the student may be required to satisfy all outcome requirements prior to re-enrollment eligibility.

g. Behavior conducted online, or through any other electronic medium, including online postings, video, photographs, blogs, web postings, chats, and social networking sites is in the public sphere and is not private and falls within the jurisdiction of the Code provided the other criteria, e.g., student status, are satisfied.

h. If the prohibited conduct involves a student organization, the individual students are subject to the Code, and the organization is subject to FSH 2350 Student Organization Code and Resolution Process.

i. DOS encourages all behavior to be reported in a timely manner but understands that barriers may exist to reporting prohibited behavior and that some reported behavior warrants DOS review for conduct proceedings even if the reported behavior occurred well in the past. DOS has discretion to initiate conduct proceedings for all reported behaviors, regardless of time of occurrence, based on the nature of and totality of the circumstances.

D. Definitions. The following definitions explain the terminology used in the Code. Particular code violations are listed and defined in Section E Prohibited conduct.

D-1. Academic dishonesty: Intentional participation in deceptive practice in one's academic work or the academic work of others. Examples include cheating, fraud, plagiarism, or falsification of research results and are individually addressed and more fully defined in Section E .

D-2: Academic outcome: A consequence imposed by instructors for findings of academic dishonesty. Academic outcomes include, but are not limited to, grade adjustments, failing a class, or resubmission of academic work.

D-3: Academic work: Any academic work required for completion of academic requirements in a course. Academic work includes but is not limited to assignments, quizzes, examinations, problem solving, class exercises, and/or drafts of work.

D-4: Administrator: The Dean of Students or designee will serve as the administrator. The administrator can serve as a decision-maker and is the non-

voting advisor to the Student Conduct Board and each SCB hearing panel.

D-5: Advisor: The person of the student's choosing who has agreed to advise the student during the University disciplinary process and attend scheduled meetings with the student. The Advisor's role is simply to advise the student, and the Advisor is not permitted to speak during hearings, conferences, or interviews unless allowed by the University official conducting the interview.

D-6: Complainant: An individual who is alleged to have been subjected to conduct that could constitute prohibited conduct under the Code. There may be more than one complainant for an incident. In certain circumstances, the Dean of Students or another University official may initiate a resolution process under the Code against one or more respondents on behalf of the University where there is not a complainant in the incident, the complainant(s) is(are) unknown, or the complainant(s) does(do) not wish to participate in the resolution process. Initiating a resolution process under the Code does not suggest that the allegations are credible or have merit or that there is evidence sufficient to determine responsibility. The Dean of Students or other University official who initiates the resolution process does not become a complainant or other party to the resolution process and still serves free from bias or conflict of interest for or against any party in the process.

D-7: Conduct decision: A written decision determining the resolution of the reported behavior. The decision will include a finding of responsible or not responsible and any applicable outcomes.

D-8: Conduct record: The student conduct record maintained by the Dean of Students in connection with a reported or substantiated violation of the Code. The student conduct record may include complaints, notices, hearing records, conduct findings, outcomes, and other documents deemed relevant by the Dean of Students.

D-9: Consent: Knowing, voluntary, and clear permission by word or action to engage in activity with another individual(s), not limited to sexual activity. Consent can be withdrawn at any time upon notice, by word or action, to the other party.

D-10: Days: Days that the University is open for business, not including Saturdays, Sundays, Fall Recess, Winter Recess, Spring Recess, or University holidays.

D-11: DOS: The Office of the Dean of Students, which is responsible for the administration of the Student Code of Conduct and includes the Dean of Students and their designees.

D-12: Educational setting: All academic, educational, extracurricular, athletic, and other programs of the University of Idaho, regardless of location, and including online formats.

D-13: Final institutional decision: The final institution decision is the outcome of an informal resolution, hearing with a hearing officer, or hearing with a student conduct board and at the point at which the parties have pursued or declined all response opportunities.

D-14: Finding: A conclusion reached as result of an inquiry, investigation, or hearing and is also referred to as a decision.

D-15: Formal resolution process: A conduct process by which notice and opportunity to be heard is provided and that often includes a student conduct process occurring before a Hearing Officer or Student Conduct Board which issues a written decision following the hearing.

D-16: Hearing: A formal process maintained by the University to review and address allegations of violations of the Code that follows the process and rules outlined in the Code but is not subject to other external rules (such as federal or state evidentiary rules or procedures).

D-17: Hearing officer: A person appointed by the Administrator to serve as the person presiding over a hearing. The hearing officer investigates the alleged behavior and administers the conduct process for informal resolutions. The Administrator may also serve as the hearing officer.

D-18: Hearing panel: A panel composed of members of the Student Conduct Board, who are selected by the Student Conduct Board chairperson for purposes of hearing a formal resolution process and issuing a written decision that may include findings of responsibility of Code violation.

D-19: Informal resolution process: An alternative method of resolving a matter under the Code, entered into voluntarily by all parties and the University, that seeks to address and resolve the alleged conduct or harm without the use of the formal resolution process outlined below.

D-20: Instructor: In cases of academic dishonesty, the instructor may be the faculty member, teaching assistant, or other employee responsible for course instruction.

D-21: Investigator: The person assigned by the University to investigate a report of a violation of the Code.

D-22: Mediation: An intervention between conflicting parties to promote reconciliation, settlement, or compromise.

D-23: Misconduct: Behavior that is prohibited by the Student Code of Conduct or that violates a University directive or policy.

D-24: Office of Civil Rights & Investigations (OCRI): The Office at the University that is responsible for ensuring compliance with federal and state laws and University policies related to discrimination or harassment based on a protected class. This includes retaliation when engaging in a protected process. OCRI undertakes necessary investigations and prepares recommendations and written reports that may be reviewed by the DOS for further conduct processes related to the underlying facts investigated and the nature of the reported behaviors of students investigated by their office.

D-25: Outcome: Disciplinary or corrective action imposed by the deciding body of a student conduct process following a finding of student misconduct. The term includes, but is not limited to, educational programming, restitution, community service activities, apology letters, probation (including denial of specified University privileges), suspension, termination, or other such outcomes deemed appropriate.

D-26: Parties: The Respondent(s) and the Complainant(s).

D-27: Policy: The written regulations of the University as found in, but not limited to, the Faculty Staff Handbook, including the Student Code of Conduct, the Administrative Procedures Manual, the Residence Hall Handbook, all Housing and Residence Life policies, and Graduate and Undergraduate Catalogs.

D-28: Preponderance of the evidence standard: The standard of evidence that is used to decide responsibility of Code violation. It means that it is more likely than not, based upon the totality of all relevant evidence and reasonable inferences from the evidence, that there is a violation of the Code.

D-29: Probation: The process or period of observing the character or abilities of a student to determine whether other corrective action should occur. An additional resolution process is not necessary to modify outcomes following a finding of misconduct where probation is imposed. The DOS has discretion to modify the terms of probation as necessary based on the information available to the DOS during a student's probation.

D-30: Protected Status: Protected status includes race, color, religion, national origin, age, protected military status, disability, family status, genetic information, creed, or sex (including pregnancy, parenting, sexual orientation, or gender identity or expression).

D-31: Respondent: The student who is alleged to have violated the Code.

D-32: Student: Includes, but is not limited to, all persons admitted to the University, either full time or part time, online or in person, to pursue undergraduate, graduate, or professional studies, and includes non-degree seeking students. The following persons are also considered "students":

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- a. Persons who are suspended, or those who withdraw or graduate after allegedly violating the Code of Conduct.
- b. Persons who are eligible to enroll for classes without applying for re-admission.
- c. Individuals participating in the American Language and Culture Program, Independent Study of Idaho sponsored by the University of Idaho, the University of Idaho International Student Success Program (UI-ISSP), or any other similar educational program of the University.

D-33: The Code: The Student Code of Conduct and Conduct Resolution Process.

D-34: Student Conduct Administrator (Administrator): The University of Idaho official designated by the DOS to serve as an investigator or hearing officer. It will also include the Administrator's designee.

D-35: Student Conduct Board (SCB): The formal body that reviews student conduct matters, as set forth in the Code.

D-36: Weapon: Weapon is defined in APM 95.12.

E. Prohibited conduct. Specific behaviors of misconduct are identified and defined below.

E-1. Academic dishonesty. Acts of academic dishonesty include but are not limited to the following:

- a. **Cheating.** Cheating includes, but is not limited to, the following actions as they relate to academic work:
 1. Using, purchasing, providing, or possessing unauthorized materials, sources, or assistance without authorization from the instructor.
 2. Copying from another's academic work either for the student's own use or for the use of others.
 3. Sharing academic work without prior permission from instructor.
 4. Acquiring, without written or verbal permission, tests or other academic material belonging to the instructor or another member of the University faculty or staff.
 5. Completing academic work for someone else or having someone else complete academic work on your behalf.
 6. Representing another student in a class for attendance or participation purposes or asking another person for representation

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for attendance or participation purposes.

7. Fabrication or falsification of data, research or academic content and the unauthorized alteration or invention of any information or citation.

8. Forging, altering, reproducing, removing, destroying, or misusing any University document, record, or instrument of identification.

b. Plagiarism. Plagiarism includes, but is not limited to, the following:

1. Using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment.

2. The unauthorized alteration or invention of a citation.

3. Buying or selling academic work for the purpose of submitting it for course completion.

4. Submitting academic work, or any part of academic work, completed for one course as work for another course without the express prior approval of both instructors.

c. Prohibited behavior. Engaging in any behavior related to course completion prohibited by the instructor or otherwise including but not limited to unauthorized collaboration and reliance on prohibited technological assistance/artificial intelligence tools.

d. Misrepresenting facts for academic advantage. Examples include but are not limited to providing false academic achievements and false medical documentation for academic extensions.

e. Violation of University policy regarding intellectual property and research. All data acquired through participation in University research programs is the property of the University and must be provided to the principal investigator. In addition, collaboration with the Office of Research and Economic Development for the assignment of rights, title, and interest in patentable inventions resulting from the research is also required. See FSH 3200 and 5400.

E-2. Disruption or misuse of University resources or property. This behavior includes but is not limited to the following:

a. Theft or damage. Attempted or actual theft of or damage to University property.

b. Unauthorized possession. Unauthorized possession, duplication, or use of University keys, lock combinations or other access codes or passwords that can be used to access University property or facilities.

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- c. Unauthorized entry or use.** Unauthorized entry into or use of any University owned or managed building, space, outdoor area, or property. This also includes other restricted areas identified in APM 35.35.
- d. Violation of law or other policy.** Violation of local, state, federal or campus fire policies including but not limited to:
 - 1. Building or setting fire(s) without proper authorization as required by APM 35.25.
 - 2. Removing or otherwise tampering with fire equipment or fire alarm systems.
 - 3. Failure to promptly vacate a building
 - 4. Intentionally or recklessly causing a fire that damages University or personal property or causes injury.
 - 5. Causing, making, or circulating a false report or warning of fire, explosion or another emergency.

- E-3. Misuse of technology resources.** Theft or other abuse of University computer facilities or resources. This includes but is not limited to the following:
- a. Interfering with the normal operation of the University computing system or resources.
 - b. Inappropriate or disproportionate use of an IT resource owned or controlled by the University.
 - c. Any violation of APM 30.12 [University Acceptable Use of Technology Resources](#).

- E-4. Threat of harm or actual harm to a person's physical or mental health or safety.** This behavior includes but is not limited to the following:

- a. Behavior involving physical force or threat of physical force.** Behavior involving physical force that hurts another person or intimidation or threat of such force directed at another person where a reasonable person would believe the threat to be serious and imminent in nature. It includes the following:
 - 1. **Fighting.** Engaging in violence, combat, or aggression.
 - 2. **Assault.** Behavior intended to cause apprehension of harmful or offensive contact that causes apprehension of physical safety of another. The act required for an assault must be overt. Although words alone are insufficient, they may create an assault when coupled with some action that indicates the ability to carry out the

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threat and it creates a fear of it being carried out in the person the assault behavior is directed at.

- 3. Battery.** Actual and intentional unwanted touching or contact with another person, even if the physical injury is slight.
- 4. Use of a knife, gun, or other weapon.** The use of a knife, gun, or other weapon except in reasonable self-defense in any act of violence as defined in the Code.
- 5. Involuntary restraint or transport.** Restraining or transporting a person against their will.
- 6. Other.** Any action that threatens or endangers the physical health or safety of any person.

b. Prohibited harassment

1. General definition. Prohibited harassment is hostile or threatening conduct or speech, whether verbal, written, or symbolic, that is sufficiently severe or pervasive, as viewed by a reasonable person under similar circumstances and with similar identities to the victim, and results in an objectively hostile or threatening environment that interferes with or diminishes another's ability to participate in or benefit from the services, activities, or privileges provided by the University.

2. Exception. Speech that is protected by the First Amendment to the United States Constitution, including relevant academic speech spoken in a classroom or writing assignment, protests and statements that do not meet the narrow definition described above, is not a violation of the Code, though it may go against community norms and may be harmful or hurtful to other members of the University community or members of certain groups.

c. Threatening or intimidating behavior. Threatening or intimidating behavior includes, but is not limited to:

- 1. Coercion.** The practice of persuading someone to do something by using force or threats.
- 2. Bullying.** Behavior seeking to harm, intimidate, or coerce another.
- 3. Deliberate destruction of or damage to property.** Deliberate destruction of or damage to public or private property, where a reasonable person would believe that the full or partial intention of the act is to harass an individual or a group based on protected characteristics as defined in [FSH 3200 Policy of Nondiscrimination](#).

d. Hazing. Hazing includes, but is not limited to, any action or participation in any activity that (i) causes or intends to cause physical or mental discomfort or distress, (ii) may demean any person, regardless of location, intent, or consent of perpetrators or victims or (iii) destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts. They are also violations of this rule.

Hazing also includes any activity that compels a student to participate in any activity that is unlawful, publicly indecent, or contrary to the policies and regulations of the University, or any activity that unreasonably and materially interferes with a student's academic efforts.

E-5. Discrimination and retaliation.

- a. Discrimination.** Limiting or denying services, benefits, or opportunities of the University based on a protected status. Examples of prohibited discrimination can be found on the [OCRI website](#) or by directing inquiries to ocri@uidaho.edu.

A person can engage in prohibited discrimination even if the person has the same protected status as or does not mean to offend the target(s) of the conduct. Alleged discrimination will be referred to OCRI, the office responsible for investigating those claims using its complaint resolution processes.

Discrimination includes:

1. Conduct prohibited by the Code, if based on a protected status, including harassment as defined in paragraph E-4.a, above.
2. Retaliation, as defined in paragraph E-5.b, below, when the protected activity is based on a protected status.
3. Different treatment discrimination, meaning intentionally treating an individual or group differently based on a protected status.
4. Disparate impact discrimination, meaning evenhandedly implementing a facially neutral practice or rule in a way that has an adverse impact on one or more individuals based on a protected status.

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b. Retaliation. Retaliation includes conduct that intimidates, interferes with, threatens, coerces, or otherwise discriminates against any individual because that individual opposes or reports a perceived wrongdoing, inequity, or violation of law or University policy, files a complaint alleging illegal or prohibited discrimination or violation of law or University policy, participates in a University grievance or response procedure, or participates in a University dispute resolution process. Alleged retaliation when the activity is based on a protected status will be referred to OCRI, the office responsible for investigating those claims using its complaint resolution processes.

E-6. Disruption, obstruction, or interference with normal University activities.

Members of the University community have the right to a campus that is free from unreasonable disruption, obstruction, or interference. Disrupting or obstructing normal University activities, including, but not limited to, all academic activities, University programming, athletic events, and administrative functions is prohibited. Examples include:

- a.** Classroom disruption: Behavior that interferes with the teaching or learning process in the classroom or educational setting and continues after an instructor's request to cease.
- b.** Obstruction of the free flow of pedestrian or vehicular traffic on campus.
- c.** Conduct that is lewd, indecent or disruptive that is not otherwise constitutionally protected speech.
- d.** Falsifying, distorting, or misrepresenting information provided to the University.
- e.** Interference with the student conduct system, which includes, but is not limited to, any of the following:
 - 1.** Failure to cooperate with the University's investigation or disciplinary proceeding. If a party in a case does not want to participate because they believe that doing so would cause them to speak or offer evidence against themselves, and they notify the DOS that this is the reason they are choosing not to participate or only to participate partially, this violation will not apply.
 - 2.** Disrupting or interfering with the University's investigation and student conduct proceedings.
 - 3.** Making false allegations.
 - 4.** Attempting to discourage an individual's proper participation in, or use of, the student conduct process.
 - 5.** Harassment (verbal, physical, written, or electronic) or intimidation of any person participating in the University's investigation prior to, during, or after the investigation and conduct

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process concludes.

6. Failure to comply with the outcome(s) imposed pursuant to the disciplinary process.

f. Influencing or attempting to influence another person to commit any violation of the Code.

g. Engaging in speech, including but not limited to verbal, electronic, or written communication, that is directed to inciting or producing imminent lawless action and is likely to incite or produce such action.

E-7. Use and Misuse of Substances

a. Smoking. Smoking in violation of APM 35.28.

b. Drugs and controlled substances

1. Using, possessing, manufacturing, cultivating, selling, or distributing any state or federally controlled drug, designer/synthetic drug, or substance, including, but not limited to, cannabis, heroin, narcotics, or other controlled substances, in violation of any applicable law or University policy.
2. Possessing or using any paraphernalia used for drug consumption. Paraphernalia includes but is not limited to bongs, bowls, pipes, or any homemade smoking device.
3. Using, possessing, selling or distributing prescription or over-the-counter medications by an individual for whom it was not prescribed.
4. Inhaling or ingesting any substance (e.g., nitrous oxide, glue, paint, etc.) that is intended to alter a student's mental state without a prescription.
5. A violation may also occur when the odor of an illegal or controlled substance or drug is present when more than one individual can reasonably trace it to a specific individual.

c. Alcohol

1. Consuming, possessing, manufacturing, or distributing alcoholic beverages in violation of any applicable law or University policy (see APM 80.01 for alcohol permit requirements and APM 95.31 for alcohol policy).
2. For persons under 21, the use or possession of alcoholic beverages. public intoxication or excessive consumption of alcohol. disorderly or irresponsible conduct resulting from consumption of alcohol.
3. For persons over 21, the use or possession of alcohol in public areas where alcohol is not permitted. excessive consumption of alcohol resulting in disorderly or irresponsible conduct.
4. Selling, distributing, or furnishing alcohol to a person under 21 years of age.

E-8. Housing and living groups. Violations of any rules imposed by University Housing or living groups outlined in the Housing contract and Housing handbook.

E-9. Violation of University policy. Violation of published University policies, rules and regulations.

E-10. Violation of law. Any violation of federal law, state law, or local ordinance may be a violation of the Code, independent of the status of any civil or criminal litigation in court or criminal arrest and prosecution. Decisions made or outcomes imposed under the Code will not be subject to change because criminal charges arising out of the same facts were adjudicated in a civil or criminal court process. The University will cooperate as appropriate with law enforcement and other agencies in the enforcement of criminal law and in the conditions imposed by criminal courts for the rehabilitation of student violators provided that the conditions do not conflict with University policies.

E-11. Furnishing false information, refusal to identify, and refusal to comply

- a. Furnishing false information or false representations to any person working for or authorized to act as an authority on behalf of the University.
- b. Refusal to identify oneself to an institutional representative in response to a request when on any University owned or managed property.
 1. Identification includes giving one's name, substantiated by a current driver license or student identification card or other official documentation, or by stating truthfully whether one is a student of the University or not.
 2. An institutional representative includes any employee, faculty member, or representative of the University, and any attorney, peace officer, or campus security officer of the University acting under the authority of the University.
- c. Failure to comply with directions of a University official, law enforcement, fire department, or other government official acting in performance of their duties.
- d. Using false identification or another individual's identification card to procure goods, entry or services.
- e. Submission of false information or withholding requested information at the time of admission or readmission.

E-12. Firearms, explosives, and other weapons. Possessing or using firearms, explosives, other weapons, projectile or explosive devices or substances, or dangerous chemicals in violation of APM 95.12, APM 35.34, or APM 35.35.

E-13. Disruption to community

- a. Attempted, threatened, or actual theft of or damage to another's property.
- b. Unauthorized entry into or use of another's property.

c. Excessive noise, amplified sound, or music that produces a level of noise that disrupts members of the community**F. Conduct resolution process**

F-1. Reporting alleged violations

a. The DOS will accept reports from anyone with knowledge of potential Code violations. Reports must be made to the DOS. Reports of Title IX and related violations covered by [FSH 6100](#) will not be reviewed under the Code but will be accepted by DOS and then forwarded to the Title IX Coordinator or other appropriate office for review. Allegations against Student Organizations will be addressed as per the Student Organization Code of Conduct, FSH 2350.

b. Reports should be in writing but may be reported orally to the appropriate University official. A report should be submitted as soon as possible after the incident takes place.

F-2. Initial review. The DOS or office assigned by DOS will conduct an initial review of reports of Code violations. The purpose of the review is to gather relevant information concerning each allegation and determine whether further investigation is warranted. When appropriate, the DOS will transfer the notice and investigation process to the Office of Civil Rights & Investigations (OCRI). The initial review may include interviewing the involved parties and witnesses without formal notice.

F-3. Notice of allegation.

- a. Following the initial review, the hearing officer will determine whether to initiate the conduct resolution process. In order to initiate that process, the hearing officer will provide notice of reported Code violation(s) to the respondent.
- b. The notice informs the respondent of the reported Code violations including a short description of the basis of the reported violation.
- c. The notice may include resolution options if further investigation is not required. Resolution options are detailed in the Hearing Process section below. If further investigation is required, the notice will include details of the investigative process.
- d. The notice will include a link to or copy of the Code.
- e. The hearing officer must give the respondent an opportunity to meet in person within a reasonable time after the notice of allegation is delivered to the respondent. The meeting gives the respondent an opportunity to respond to the notice, present any information the respondent would like the hearing officer to consider, and provide the

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names of any witnesses the respondent would like the hearing officer to contact.

- f. If a respondent does not participate in the initial meeting, the hearing officer will make reasonable attempts to reach the respondent for five business days. If there is no response, the hearing officer will determine the appropriate resolution process.

F-4. Initial meeting. The hearing officer must give the respondent an opportunity to meet in person within a reasonable time after the notice of allegation is delivered to the respondent. The meeting gives the respondent an opportunity to respond to the notice, present any information the respondent would like the hearing officer to consider, and provide the names of any witnesses the respondent would like the hearing officer to contact.

F-5. Interim action and supportive measures.

- a. At any time before a final institutional decision, the Administrator, or designee, may impose restrictions on a student or separate the student from the University community pending the final institutional decision. If circumstances allow, the Administrator or designee should meet with the student prior to imposing the interim action.
- b. Other than issuance of no-contact orders, an interim action issued prior to a hearing before the Hearing Panel may only be imposed when
 1. The Administrator determines that the student represents a threat of serious harm to any person.
 2. The student is facing allegations of serious criminal activity.
 3. The action is necessary to preserve the integrity of the investigation.
 4. The action is necessary to preserve University property or the action is necessary to prevent disruption of, or interference with, the normal operations of the University.
- c. After the hearing decision, pending any response review of the decision, the Administrator may impose an outcome issued by the Hearing Panel as an interim action at the discretion of the Administrator.
- d. Supportive measures are neutral actions intended to preserve the ability of the parties to continue their academic and other pursuits. Supportive measures may continue beyond the final resolution of the incident.
- e. Interim actions and supportive measures may include, but are not limited to, the following:

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- Suspension from the University pending a final institutional decision.
- Issuance of a no-contact order.
- Exclusion from University property.
- Removal from the residence halls.
- Removal from extracurricular activities, including participation on athletic teams.
- Withholding the award of a degree pending the conclusion of the investigation and hearing process.
- Requesting class section changes.
- Housing relocation (either temporary or permanent).
- Any other action deemed necessary and appropriate by the Administrator to maintain orderly and appropriate University operations.

f. When a student is suspended from the University, or directed not to attend certain classes, alternative coursework options may be pursued, with the approval of the Administrator and the appropriate college dean, to ensure as minimal an impact as possible on the responding student.

g. An interim action must be issued in writing and is effective when the Administrator delivers the Notice of Interim Action to the responding student either in person or by email sent to the student's official University of Idaho email account.

h. The respondent may submit a response to the issuance of any interim action by filing a response with the Administrator. There are no formal procedures for this response, and the interim outcomes remain in effect unless removed by the Administrator.

i. A violation of the provisions of an interim action will be considered a violation of the Code.

F-6. Informal resolution process: Decision by hearing officer

- a.** During the initial meeting, the respondent may be given an opportunity to resolve the complaint informally. All parties must mutually agree to engage in the Informal Resolution Process. The Informal Resolution Process may also be used when the respondent is not participating.
- b.** At any point in the Informal Resolution process, any party may request a Formal Resolution Process, described below. The hearing officer

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may refer a matter to Formal Resolution Process at any point during the Informal Resolution process.

- c. In the Informal Resolution Process, the hearing officer determines based on the preponderance of the evidence whether the respondent is responsible for a code violation and determines the outcomes. The hearing officer will first meet with the parties (if applicable), share available information, and hear their response, if any. A respondent may also accept responsibility for a Code violation at any point in the process. If the respondent accepts responsibility, the hearing officer will determine the outcomes.
- d. Informal Resolution decisions are not subject to response review.
- e. If the respondent does not participate and a decision is made through Informal Resolution, the respondent may request their case to be reopened. Requests must be made in accordance with the instructions in the outcome notice and received no later than five (5) days after that outcome notice. If the request is timely submitted, the hearing officer will offer to meet with the respondent. During that meeting the respondent can share information with the hearing officer. The hearing officer reserves the right to update the decision of responsibility and any applicable outcomes after meeting with the respondent. The hearing officer will notify the respondent within five (5) days whether the decision of responsibility or applicable outcomes have changed.

F-7. Formal resolution process: Decision by Administrator or Student Conduct Board

a. Investigation

1. The University will investigate the allegations. At any time during the investigation, either the complainant or the respondent may, but is not required to, provide information to the investigator for consideration. Such information may include documentary information, the names of witnesses, witness statements, suggested questions to ask other Parties or other witnesses, etc. Except in the rare circumstances described in the Code, only information that is presented to the investigator may be used in a hearing.
2. The investigator will provide the interview summaries to all parties and witnesses to review and provide additional comments and clarifications. Comments must be received within five days of

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receiving the interview summaries. The investigator will revise the interview summaries based on relevant comments provided by the parties and witnesses.

b. Preliminary report review

1. At the conclusion of the investigation, the investigator will draft a Preliminary Report of Investigation (Preliminary Report). The preliminary report will include the steps taken during the investigation., a list of witnesses contacted. a detailed summary of any witness interviews. a detailed summary of any interviews of the respondent or complainant (if applicable). a detailed summary of any other information considered as part of the investigation. and complete copies of any relevant documentary evidence gathered during the investigation, including copies of documentary information provided by the respondent or the complainant.
2. The Preliminary Report will not include any conclusions, findings of facts, credibility analysis, or recommended findings of responsibility of Code violation.
3. The parties will be provided an opportunity to review the Preliminary Report and may provide a written response to the Preliminary Report within five days of the review of the report. A party will be deemed to have waived the right to review the report if the party does not make arrangements with the investigator to review the report within five days of being notified that the report is available to be reviewed. The written response may include requests for additional investigation, additional witnesses to interview, or additional questions to ask any witness.
4. After the time for submitting a written response to the Preliminary Report has passed, the investigator will review any responses received and determine whether additional investigation is needed. After addressing the responses, if any, the investigator will incorporate the responses into the final report.
5. The investigator has sole discretion of determining whether sufficient information has been obtained to end the investigation process.

c. Final Report of Investigation

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1. The Final Report of Investigation (final report) will include the following:
 - Everything included in the Preliminary Report,
 - Complete copies of any timely-submitted written responses to the Preliminary Report,
 - A credibility analysis,
 - Findings of facts, and
 - Recommended findings of responsibility.
2. The final report will be provided to the Administrator. The Administrator or designee will provide the final report simultaneously to the parties. The investigator may serve as the Administrator's designee to send out the final report to parties.
3. The credibility analysis is an analysis of the statements provided by each party and interviewee, as necessary, to determine whether the statements provided by that person are credible. The analysis may include a description of the person's demeanor during the interview(s), a comparison of statements made to known facts or statements from other witnesses, the person's ability to observe the event described, the person's bias, whether the person was under the influence of a controlled substance or alcohol, and any other information that a reasonable person would use to determine a person's credibility. Not every case will require a detailed credibility analysis of each interviewee, and the credibility analysis may be part of the finding of facts. However, in cases where the credibility of the interviewee is material to the conclusion, there should generally be a separate credibility analysis.
4. The findings of facts will include a description of the basis for each finding. Each finding will be based on a more likely than not standard and will include a rationale based on supporting documentation or information such as information from the interviews, documentary information obtained during the investigation, and, if relevant to that finding, information regarding the credibility of the respondent, complainant and/or witnesses.
5. The recommended finding of responsibility includes the specific section of the code of conduct that was reportedly violated, which will not exceed the scope of the notice of allegation. The investigator will provide their assessment regarding the finding of responsibility based on the totality of the investigative report.

d. Review by Administrator

1. The final report will be provided to the Administrator. The Administrator or designee will provide the final report simultaneously to the parties. The parties may submit a written response to the final report to the Administrator no later than five days after the final report is provided to the parties. The Administrator may meet with the parties, separately, to discuss the final report.
2. If all parties agree to the recommended findings of responsibility, the parties can request that the Administrator make a decision on applicable outcomes only, and forgo a request for a hearing. If parties do not agree with the recommended findings of responsibility, the decisions regarding findings of responsibility are made by either the Administrator or the Student Conduct Board (SCB).
3. Decisions regarding findings of responsibility are made either by the Student Conduct Board after a hearing or by the Administrator after their review. A party may request that the matter be referred to the SCB for a hearing. The request must be in writing and must be submitted to the Administrator no later than five days after the final report is provided to the parties. The Administrator may also decide to refer matters to the SCB.

e. Decision by Administrator

1. If a matter is not referred to the SCB for a hearing, the Administrator will decide whether the respondent violated the Code. The Administrator will make the decision based on the information contained in the final report, the written responses to the report, if any, submitted to the Administrator by the parties, and, if the Administrator chooses to meet with the parties, the information provided at the meeting to the Administrator by the parties.
2. The Administrator will adopt the findings of facts, credibility analysis, and recommended findings of responsibility of Code violation contained in the final report if the Administrator finds that they are more likely than not to be accurate. Any additional or different findings issued by the Administrator must be based on a more likely than not standard.
3. If the Administrator determines that the respondent violated the Code, the Administrator will determine the appropriate outcome.

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4. The Administrator's decision will be in writing and include the basis for the decision. The written decision will be simultaneously provided to the parties.
5. The Administrator's decision may be subject to a response review in accordance with the Code.
6. At any time before the matter is submitted to the SCB, DOS may refer a charge of a violation of the Code to mediation or other forms of appropriate alternative resolution. All parties must agree to participate with DOS in an alternative resolution process.

f. Hearing and Decision by Student Conduct Board

1. **Student Conduct Board in general.** The description and makeup of the SCB can be found in FSH 1640.83.
2. **Conflict of interest.** A member of the SCB will not serve on any Hearing Panel or Response Review Panel in any case where the member has a conflict of interest or bias for or against either party.
3. **Training required.** A member cannot serve on either a Hearing Panel or Response Review Panel until the member has completed training as required by DOS.
4. **Confidentiality.** Proceedings before the SCB, whether before a Hearing Panel or Response Review Panel, are confidential and protected by the Family Educational Rights and Privacy Act (FERPA). In specific disciplinary cases, members of the SCB must protect the confidentiality of the information they receive in fulfilling their duties as members of the SCB. Panel members must not discuss specific cases or share any information regarding specific disciplinary cases or their deliberations with anyone other than the SCB Chair, the Office of General Counsel, the Administrator, or fellow panel members appointed to the same panel in that specific case, and in all such instances, the discussion or sharing of information must be reasonably necessary for the panel's consideration of the specific case.
5. **Notice of Hearing.** In matters referred to the SCB, the Administrator or designee must send written notice of the hearing to the SCB and the parties. The notice will include the following:
 - a. the specific provision(s) of the Code the respondent is accused of violating.
 - b. a short description of the basis of the alleged violation,

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- c. the date and time for the hearing, and
- d. the deadline for submitting written materials to the Administrator.
- e. a link to or copy of the final report and any responses to the final report which were timely submitted to the Administrator.

6. Scheduling

The hearing will be held no fewer than five days after the notice is provided to the parties, unless extended by the Administrator. It is each party's responsibility to inform the panel chair and the Administrator of scheduling conflicts no less than three days prior to the scheduled hearing. The Administrator will have the sole discretion as to whether to reschedule the hearing. Except in cases of grave or unforeseen circumstances, if either party fails to appear, the hearing will proceed as scheduled.

7. Consolidation

If a report of a violation of the Code involves more than one respondent, the Hearing Panel will conduct a joint hearing with all respondents. However, the panel chair may permit the hearing pertinent to each respondent to be conducted separately. In joint hearings, separate decisions of responsibility will be made for each respondent.

8. Composition of the Hearing or Response Review Panel

- a. The chair of the SCB will appoint three to five members of the SCB to serve as a Hearing Panel to review each matter.
- b. The chair of the SCB will appoint one of the Hearing Panel members to serve as chair of the panel. If procedures call for the appointment of three or more members to serve on a Hearing Panel or Response Review Panel, the chair of the SCB should endeavor to appoint at least one student to the Hearing Panel or Response Review Panel. A student may not serve as chair of the Hearing Panel or Response Review Panel.
- c. The Administrator (or designee) will serve as a non-voting, ex-officio member of every Hearing Panel and may be present and available as a resource during all deliberations.

9. Pre-hearing procedures. In every case submitted to a Hearing Panel, the parties may submit written materials for the panel to

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review as part of its decision. To be considered by the Hearing Panel, all written materials must be submitted to the Administrator prior to the deadline set forth in the notice. The Administrator will ensure that any materials timely submitted are distributed to the parties and the Hearing Panel prior to the hearing. The written materials may only consist of the following:

- a. Suggested questions for the panel to ask the respondent or the complainant.
- b. Written discussion or argument addressing the information contained in the final report.
- c. Information (as opposed to a discussion of the information contained in the report) that was not considered by the investigators in the final report only if the information was not available prior to the completion of the final report or if the information was provided to the investigator prior to the completion of the investigation but the information was not included in the final report.

10. Hearing logistics

- a. The hearing will be held at the time and place listed in the notice.
- b. All hearings are closed to the public. The only people allowed to be present during the hearing are the parties, each individual party's Advisor, the investigator(s), the Administrator, members of the Hearing Panel, and others only if requested by DOS.
- c. Hearings may be held in person or using secure video conferencing software supported by the University. The University will make a single record of all hearings. Hearing Panel deliberations are not recorded. Failure to record the hearing for any reason is not to be considered a procedural error that substantially impacts the decision and will not be grounds for response review or reversal of the Hearing Panel's decision. All parties will work with the Administrator for access to the software and a private secure space to use the software.
- d. All parties are invited to fully participate in the hearing. The administrator may grant any party the ability to attend the hearing, answer questions, and make a statement from behind a partition, from another room, or through another alternative method.

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- e. The complainant, if any, may only be present during the portion of the hearing where the Hearing Panel questions the complainant, unless the Administrator determines in appropriate cases that the complainant may remain for the entire hearing. In extraordinary circumstances, if the investigator is unable to be present at the hearing, the DOS may designate a representative to be there in the place of the investigator. Neither the complainant nor the respondent is required to speak at the hearing.
- f. The panel chair may give permission for others to attend the hearing in the panel chair's discretion, after consultation with the Administrator. Additional witnesses may be called by the chair after consultation with the Administrator if additional witnesses are necessary for the Hearing Panel to properly resolve the case. The intention of the Code is that the final report, in most cases, should provide a sufficient basis for the Hearing Panel's decision, recognizing that the parties may speak in person to the Hearing Panel and to respond to the final report.
- g. Only the chair of the Hearing Panel may ask questions during the hearing and doing so is at the sole discretion of the chair. However, the chair may seek input from panel members on areas for questioning. The parties may submit suggested questions in writing if the questions are received prior to the deadline for submitting written materials contained in the notice. Questions based on information that arises during the hearing may be submitted in writing during the hearing at the discretion of the panel chair.
- h. The hearing will generally be conducted as follows:
 - i. Introductions to those present
 - ii. Summary of the hearing process
 - iii. Explanation of the charges against the respondent
 - iv. Opening statement by the complainant (if applicable) addressing the final report and the allegations that the respondent violated the Code.
 - v. Opening statement by the respondent addressing the final report and the allegations that the respondent violated the Code.

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- vi.** Questions, if any, by the Hearing Panel chair for the investigator(s) or the parties.
- vii.** Final statements by the parties.
- viii.** All parties dismissed, and the recording of the hearing is stopped.
- ix.** Hearing Panel deliberation.

11. Hearing Panel decision.

- a.** All Hearing Panel decisions will be made by a majority vote.
- b.** In making its decision, the Hearing Panel will consider all relevant information from the following sources:
 - i.** The final report.
 - ii.** Any written information provided by the parties as provided above.
 - iii.** The information received at the hearing.
- c.** The Hearing Panel should adopt the findings of facts, credibility analysis, and recommended findings of responsibility of Code violations contained in the Final Report, unless the Hearing Panel finds that the information presented at the hearing warrants a different conclusion. Any findings of responsibility of Code violation issued by the Hearing Panel must be based on a more likely than not standard.
- d.** The Administrator will also serve as a resource to the Hearing Panel, including to help ensure that outcomes are reasonably consistent among similar cases. If the Hearing Panel determines that a respondent is responsible for a violation of the Code, the Administrator will inform the panel of any previous conduct violations or other relevant disciplinary actions involving the respondent.
- e.** The Hearing Panel will not consider previous legal or campus proceedings when determining responsibility for violation of the Code. The Hearing Panel may consider such previous proceedings solely when determining outcomes after a finding of responsibility is made.
- f.** The Hearing Panel will issue a written decision within 10 days after completing deliberations. If the Hearing Panel needs additional time to issue the written decision, the Administrator will notify the parties. The panel chair will

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provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.

- g.** The Hearing Panel may return the matter for additional investigation if the Hearing Panel determines that:
 - i.** The investigator failed to properly investigate the allegation and the failure was substantial and impacted the decision. or
 - ii.** There is new information that could substantially affect the decision and the new information could not have been discovered before the issuance of the final report.

F-8. Response to the Formal Resolution Process Decision

- a.** Any party may respond to the Formal Resolution Process decision, whether it was made by the Administrator or the SCB.
- b.** Responses are not limited to arguments that the Hearing Panel decision should be overturned or modified but can be statements in support of the findings of responsibility of Code violations using the factors for response established below. That is to say, the Response is an opportunity to argue in favor of, or against, the decision based on the specific listed factors.
- c.** Outcomes imposed by the Hearing Panel will not go into effect until either the deadline for a response has expired and no response has been filed or until the decision is upheld after response. However, the Administrator may impose any outcome issued by the Hearing Panel as an interim action pending the response review.
- d.** Any party may submit a response to the Administrator's, Hearing Officer's, or Hearing Panel's final decision. Responses must be submitted in writing to the Administrator and must set forth the grounds for the response. The response must be filed no later than five days after the decision is delivered to the parties. Responses are to be directed to the University and will not be provided to other parties in the case, if any. There is no expectation that the response be of a certain level of formality or read like a legal filing.
- e.** Responses are limited to the following grounds:
 - 1.** A conflict of interest by a decision maker that significantly impacted the outcome of the hearing or a procedural error in the investigation process that significantly impacted the outcome of the hearing.
 - 2.** New information, unavailable during the investigation or hearing, or information that was technically available but for which no

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reasonable person would have sought that information in advance of the hearing, as the need for the information or its evidentiary value did not reasonably arise until during the hearing, and that would likely have substantially impacted the original findings of responsibility of Code violation or outcome if known.

3. The outcomes imposed are substantially disproportionate to the severity of the violation. Note that the imposition of an administrative fee is not a outcome, and therefore cannot be reversed or modified.

f. A response review will be limited to a review of the decision, the final report, any written material considered in the decision, the recording of the hearing held before the Hearing Panel, and- any written materials submitted with the response. Where a response is based on the discovery of new information, the new information may be considered only to determine whether the information was unavailable at the time of the decision and whether the new information would likely have substantially impacted the original findings of responsibility of Code violation or outcome if known.

g. Response review procedure

1. The chair of the SCB will appoint three to five members of the SCB to serve on the Response Review Panel and will designate one member to serve as chair of the Response Review Panel. Any member who served on the Hearing Panel will not serve on the Response Review Panel on the same case. A student may not serve as chair of a Response Review Panel.
2. The Response Review Panel will issue a written decision. The decision should be issued within 15 days of receiving the response or responses. The chair of the Response Review Panel will provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.
3. The Response Review Panel may:
 - i. Uphold the Administrator's, Hearing Officer's, or Hearing Panel's decision.
 - ii. Uphold the finding that the respondent violated the code but revise the outcome(s).
 - iii. Return the matter for reconsideration. or
 - iv. Return the matter for additional investigation.

h. Unless the case is returned for reconsideration or to the investigator for

additional investigation, the decision of the Response Review Panel is the final institutional decision. If the decision upholds the finding that the respondent violated the Code, the outcomes imposed will go into effect immediately.

F-9. Supplemental process and standards applying to allegations of academic dishonesty

- a. Academic dishonesty allegations are processed following the Conduct Resolution Processes in the Code. Following a report to DOS of instances or concerns of academic dishonesty, DOS will investigate the incident and will determine if there is a code violation, resulting in potential outcomes intended to address acts of academic dishonesty. Instructors may issue an academic outcome separate from any outcome that the DOS may impose if under the Code there is a finding of responsibility for academic dishonesty/misconduct.
- b. The following information supplements the resolution processes in cases of academic dishonesty:
 - 1. When the alleged academic dishonesty is discovered by the instructor, the instructor will notify the student of the allegation of academic dishonesty and will notify DOS.
 - 2. DOS receives the report and communicates with the instructor on the process of resolving the complaint.
 - 3. The instructor will have an opportunity to provide additional information regarding the allegation.
 - 4. DOS will meet with the student and may seek additional information from the instructor.
 - 5. The instructor is included in the following communication with the student: the notice of allegation and decision letter.
 - 6. If the student chooses an informal process, DOS will meet with the student and provide an informal decision, consistent with policies, progressive discipline, and other previous and similar examples of academic dishonesty. The outcome of an informal process is not eligible for Response Review.
 - 7. If the student chooses a formal process, the hearing officer will conduct a formal investigation and will interview the instructor and other witnesses as part of the investigation.
 - 8. In disciplinary cases involving allegations of academic dishonesty, a majority of the Hearing Panel or Response Review Panel should be faculty members.

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9. The resolution decision of DOS, subject to the Response Review process outlined in the Code, is final.
10. The instructor will not issue an academic outcome until after the conclusion of the resolution process, including any responses, and after the decision is communicated to the student.
11. In situations where grades need to be submitted and the process is not yet complete, the instructor will enter a grade of “incomplete” until the process is complete.
12. In situations where the instructor is no longer in their position prior to the completion of the conduct process, the instructor of record or the chair of the department may be asked to step in to finish the conduct process and the instructor may coordinate the final grade based on the totality of the academic performance.

F-10. Outcomes.

a. Outcomes may be imposed for any student determined to have violated the Code. Possible outcomes include, but are not limited to:

- **Warning:** Written notice to the student.
- **Probation:** Written reprimand accompanied by a probationary period during which the student must not violate the Code to avoid more severe disciplinary outcomes.
- **Loss of privileges:** Denial of specified privileges for a designated period of time.
- **Restitution:** Compensation for loss, damage, or injury. This may take the form of appropriate service or monetary or material replacement.
- **Educational outcomes:** Completion of work assignments, essays, service to the University, community service, workshops, or other related educational assignments.
- **Deferred suspension:** The last opportunity before being suspended, which remains in place until the natural end of the academic relationship with the University.
- **Housing suspension:** Separation of the student from University Housing for a definite period of time, after which the student is eligible to return. Conditions for return may be specified.
- **Housing expulsion:** Permanent separation of the student from University Housing.
- **University suspension:** Separation of the student from the University for a definite period, after which the student is eligible to return. Conditions for return may be specified.

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- **University expulsion:** Permanent separation of the student from the University.
- **Revocation of admission:** Admission to the University may be revoked .
- **Revocation of degree:** A degree awarded from the University may be revoked.
- **Withholding of degree:** The University may withhold awarding a degree otherwise earned until the completion of all outcomes imposed.

b. More than one of the outcomes listed above may be imposed for any single violation.

c. A student who fails to comply with the outcome(s) imposed will have a disciplinary hold placed on their record until the student complies with all outcome(s) imposed.

d. Disciplinary outcomes other than suspension, expulsion or revocation or withholding of a degree will not be made part of the student's permanent academic record but will become part of the student's disciplinary record. Such outcomes will be expunged from the student's disciplinary record seven years after final disposition of the case unless the University is legally required to maintain them for a further time.

G. MISCELLANEOUS

G-1. Role of an advisor. In accordance with the educational purpose of the Code, all students, including respondents and complainants, are expected to speak for themselves at all stages of proceedings under the Code, including, but not limited to, during the investigation, hearing, and any response. Any student may have an Advisor present at any time during any interview, meeting, or proceeding under the Code, but the Advisor's role is to advise the student, not to speak for the student or make any presentation on behalf of the student. The student may, at any time and for a reasonable period of time, confer with the Advisor. If the University official conducting the proceeding determines at any time that the Advisor is acting outside of these parameters, the Advisor may be required to leave the proceeding at the official's discretion. In appropriate circumstances, at the sole discretion of the University official conducting the proceeding, the University official may allow the Advisor to speak on behalf of the student or make a presentation on behalf of the student.

G-2. Administrative fee. Any time a student is found to have violated the Code, except in situations where the hearing officer issues only a warning, the hearing officer may impose an administrative fee of \$150. This is not considered an outcome and will not be a subject of a response review.

G-3. Parent notification. The University may notify parents of students under the age of 21 when a student has been found to have committed a drug- or alcohol-related violation. This is not considered an outcome and may not be a subject of a response review. The decision as to whether to notify the parents or not rests entirely within the discretion of DOS.

G-4. Training. All members of the SCB, the Administrator, and the investigators will receive annual training in accordance with the requirements of the policies of the Board of Regents of the University of Idaho and the Idaho State Board of Education, as well as all applicable federal and state laws.

G-5. Timeframe. With the exception of deadlines for requesting a hearing before the SCB (see section F.7) or for filing a response (see section F.8), all other timeframes contained in the Code are suggested timeframes. While the timeframes should be followed absent exceptional circumstances, the failure to conduct any action within a designated timeframe is not grounds for response review or reversal of any decision.

G-6. Interpretation. Any question of interpretation regarding the Code or these procedures will be referred to the Administrator or their designee for final decision.

G-7. Disclosure. The University will, upon written request, disclose to the alleged victim of any crime of violence (as that term is defined in section 16 of Title 18, United States Code), incest, or statutory rape, the report on the results of any disciplinary proceeding conducted by the University against a student who is the alleged perpetrator of such crime or offense with respect to such crime or offense. If the reporting victim of such crime or offense is deceased as a result of such crime or offense, the next of kin of such victim will be treated as the victim for purposes of this paragraph.

G-8. Review by President: Any decision or action taken under the Code may be reviewed by the President at the President's discretion.

G-9. Review by Board of Regents: Board of Regents review of a final institutional decision to the Board of Regents is governed by Idaho State Board of Education Governing Policies and Procedures Section III.P.17.

Version History

Amended October 2023: Interim policy. Changes to B-2 to clarify jurisdiction of OCRI, added definition of protected status, changes to E-4 regarding prohibited harassment and E-5 regarding discrimination and retaliation.

Amended August 2023. Editorial and legal edits.

Amended August 2023: Interim policy. Complete rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student

Code of Conduct were combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. FSH 2400 was deleted. Procedure related to Title IX sexual harassment was removed to align with the recently revised FSH 6100.

Amended July 2021. Editorial changes.

Amended July 2014. All disciplinary language from FSH 2300 Student Code of Conduct was consolidated into FSH 2400 and updated removing redundancies in policy.

Amended July 2009. Editorial changes.

Amended January 2007. Reformatted the Student Code of Conduct into subsections for easier management of judicial cases

Amended July 2005. Revised Article II, Section 2.

Amended July 1998. Revised Article II.

Amended July 1993.

Amended July 1992.

Adopted July 1970.



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 2400 DISCIPLINARY PROCESS FOR ALLEGED VIOLATIONS OF STUDENT CODE OF CONDUCT**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Cari Fealy

Policy sponsor, if different from originator: Blaine Eckles, DOS

Reviewed by General Counsel: __Yes __x No Name & Date: Pending

Comprehensive review? __xYes __No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Deletion of this policy to be considered simultaneously with adoption of FSH 2300 Student Code of Conduct and Resolution Process, which contains both the Code and the process for violations of it.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?
None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 2300

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

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CHAPTER TWO:

STUDENT AFFAIRS POLICIES

2400

UNIVERSITY DISCIPLINARY PROCESS FOR ALLEGED VIOLATIONS OF STUDENT CODE OF CONDUCT

OWNER:

Dean of Students

Blaine Eckles

askjoe@uidaho.edu

LAST REVISION: October 2017

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A. INTRODUCTION. The purpose of the Student Code of Conduct (Code) is to help protect the safety of the University community and educate students about appropriate and responsible behavior and their civic and social responsibilities as members of the University community, while complying with applicable state and federal laws and institutional policy. The primary focus of the disciplinary process is on educational and corrective outcomes; however, sanctions including suspension or expulsion from the University may be necessary to uphold community standards and to protect the campus community. University discipline is not in the nature of punishment for a crime, and the University's discipline process is not equivalent to state or federal criminal prosecutions. University disciplinary proceedings for any and all matters encompassed within the Code [FSH 2300] and the Statement of Student Rights [FSH 2200] are addressed under the following rules and regulations.

B. DEFINITIONS:

B-1. Advisor: The person of the student's choosing who has agreed to advise the student during the University disciplinary process and attend scheduled meetings with the student. The Advisor's role is simply to advise the student, and the Advisor is not permitted to speak during hearings, conferences, or interviews unless allowed by the University official conducting the interview.

B-2. Chief Student Affairs Officer (CSA Officer): The Dean of Students, unless the President appoints a different official to serve as the CSA Officer.

B-3. Code: The Student Code of Conduct, which is currently found in FSH 2300 and FSH 2400.

B-4. Complainant: The person(s) reportedly harmed by the Respondent's alleged violation of the Code.

B-5. Days: Days that the university is open for business, not including Saturdays, Sundays, Fall Recess, Winter Recess, Spring Recess, or University holidays.

B-6. Investigator: The person assigned by the University to conduct an investigation into a report of a violation of the Code. In all Title IX cases, the Title IX Coordinator shall assign the investigator. In all other cases, the investigator may be any qualified person assigned by DOS.

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B-7. Student Conduct Administrator (Administrator): The official at the University of Idaho who has been designated by the CSA Officer to serve in this role. It shall also include the Administrator's designee.

B-8. DOS: The Office of the Dean of Students at the University of Idaho.

B-9. Hearing Officer: A person appointed by the Administrator to serve as the person presiding over a hearing in accordance with Section G.

B-10. Parties: The Respondent and, in Title IX cases only, the Complainant.

B-11. Respondent: The student who is alleged to have violated the Code.

B-12. Student: Includes, but is not limited to, all persons admitted to the University, either full-time or part-time, to pursue undergraduate, graduate, or professional studies, and includes non-degree seeking students. The following persons are also considered "students":

- a. Persons who withdraw after allegedly violating the Code;
- b. Persons who are eligible to enroll for classes without submitting an application for re-admission;
- c. Individuals participating in the American Language and Culture Program, Independent Study of Idaho sponsored by the University of Idaho, the University of Idaho International Student Success Program (UI-ISSP), or any other similar educational program of the University.

B-13. Student Conduct Board (SCB): The body which reviews student disciplinary matters, as set forth in sections D., E., and F., and FSH 1640.83.

B-14. Title IX case: Any disciplinary case, investigation, charge, or allegation involving alleged dating violence, domestic violence, sexual assault, sexual harassment, or stalking. The Title IX Coordinator may also designate any other case as a Title IX case.

B-15. University: The University of Idaho, in all of its campus locations, education, outreach and research programs, including extension programs and distance education programs, and at all locations where any of these programs are offered or administered.

C. INVESTIGATION:

C-1. Reporting Alleged Violations. Any member of the University community having knowledge of a potential violation of the Code may report the violation to either DOS or, in Title IX cases, to the Title IX Coordinator. A report should be in writing, but may be reported orally to the appropriate University official. A report should be submitted as soon as possible after the event takes place.

C-2. Initial Investigation. The University may conduct an investigation into any report of a violation of the Code. The purpose of the investigation is to determine whether a violation may have occurred and to gather relevant information concerning each allegation of a Code violation.

C-3. Notice of Alleged Violation. The investigator may conduct a preliminary review to determine whether there is sufficient information to engage in a formal investigation. The preliminary review may include interviewing the Complainant, Respondent, and other witnesses. If, after the conclusion of the preliminary review, the investigator decides to engage in a formal investigation, the investigator must notify the Respondent of the allegation.

- a. the notice must be in writing and may be delivered either in person to the Respondent, or by email to the

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student's official University email account. If the notice cannot be delivered either in person or to the student's official University email account, the notice shall be delivered by any means reasonably likely to reach the student.

b. the notice shall inform the Respondent of the specific provision(s) of the Code the Respondent is alleged to have violated and include a short description of the basis of the alleged violation.

c. The notice will include a copy of the University Disciplinary Process for Alleged Violations of the Student Code of Conduct.

C-4. Meeting with Investigator. The investigator must give the Respondent an opportunity to meet with the investigator in person within a reasonable time after the notice of allegation is delivered to the Respondent in order to give the Respondent an opportunity to respond to the notice, present information in his or her defense, present any information the Respondent would like the investigator to consider, and provide the names of any witnesses the Respondent would like the investigator to contact.

C-5. Investigation. At any time during the investigation, either the Complainant or the Respondent may, but is not required to, provide information to the investigator for the investigator to consider. Such information may include documentary information, the names of witnesses, witness statements, suggested questions to ask the other Party or other witnesses, etc. Only information that is presented to the investigator may be used in a hearing under section D.

C-6. Preliminary Report of Investigation.

a. At the conclusion of the investigation, the investigator shall draft a Preliminary Report of Investigation (Preliminary Report) setting forth the steps taken during the investigation; a list of witnesses contacted; a detailed summary of any witness interviews; a detailed summary of any interviews of the Respondent and/or Complainant; a detailed summary of any other information considered as part of the investigation; and complete copies of any relevant documentary evidence gathered during the investigation, including copies of documentary information provided by the Respondent and/or the Complainant.

b. The Preliminary Report shall not include any conclusions, findings, or credibility analysis.

c. The parties shall be provided an opportunity to review the Preliminary Report and may provide a written response to the Preliminary Report within five days of the review of the report. A party shall be deemed to have waived the right to review the report if the party does not make arrangements with the investigator to review the report within five days of being notified that the report is available to be reviewed. The written response may include requests for additional investigation, additional witnesses to interview, or additional questions to ask any witness.

d. After the time for submitting a written response to the Preliminary Report has passed, the investigator shall review any responses received and determine whether additional investigation is needed. If additional investigation is deemed appropriate, the investigator shall draft a revised Preliminary Report and shall give the parties an opportunity to review the report, as set forth in section C-6. c., above.

e. After reviewing any written responses received within the time-period allowed for submitting written responses, the investigator shall either continue the investigation or draft a Final Report of Investigation. The investigator has sole discretion of determining whether sufficient information has been obtained in order to end the investigation process.

C-7. Final Report of Investigation. The Final Report of Investigation (Final Report) shall contain everything included in the Preliminary Report plus complete copies of any written responses received within the time period allowed for submitting written responses, a credibility analysis, recommended findings, and recommended conclusion (see below) as to whether the Respondent violated the Code. If the Final Report includes a

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recommended finding that the Respondent violated the Code, the Final Report shall not include recommended sanctions. The Final Report shall be provided to the Administrator. The Administrator shall provide the Final Report simultaneously to the parties.

a. Credibility Analysis. The Final Report should include an analysis of the statements provided by each party and interviewee, as necessary, to determine whether the statements provided by that person are credible. The analysis may include a description of the person's demeanor during the interview(s), a comparison of statements made to known facts or statements from other witnesses, the person's ability to observe the event described, the person's bias, whether the person was under the influence of a controlled substance or alcohol, and any other information that a reasonable person would use in his or her everyday affairs to determine a person's credibility. Not every case will require a detailed credibility analysis of each interviewee, and the credibility analysis may be part of the particular finding. However, in cases where the credibility of the interviewee is material to the conclusion, there should generally be a separate credibility analysis.

b. Recommended Findings. The investigator's recommended findings regarding factual issues shall include a description of the basis for each finding. Each finding shall be based on a more likely than not standard and should include information from the interviews, documentary information obtained during the investigation, and, if relevant to that finding, information regarding the credibility of the Respondent, Complainant and/or witnesses.

c. Recommended Conclusion. In making a recommended conclusion, the investigator must apply the Code to the findings to reach a determination of whether the findings as found by a more likely than not standard constitute a violation of the Code.

D. HEARING PROCESS.

D-1. Student Conduct Administrator's Review:

a. After the Final Report is submitted to the Administrator, the parties may each submit a written response to the Final Report. This response must be provided to the Administrator no later than five days after the Final Report is provided to the parties. The Administrator may meet with the parties, separately, to discuss the Final Report.

b. A party may request that the matter be referred to the SCB for a hearing. The request must be in writing and must be submitted to the Administrator no later than five days after the Final Report is provided to the parties. If a party timely submits a request for the matter to be referred to the SCB:

- (i) In non-Title IX cases, the Administrator shall refer matters to the SCB for a hearing if:
 - (1) The Administrator determines that there is sufficient information in the Final Report such that a finding could be made that the Respondent violated the Code; and
 - (2) The Administrator determines that the appropriate sanction could include suspension, expulsion, or the withholding or revoking of a degree.
- (ii) In Title IX cases, the Administrator shall refer matters to the SCB for a hearing in matters in which the Administrator determines that there is sufficient information in the Final Report such that a finding could be made that the Respondent violated the Code.
- (iii) In all other cases, the Administrator shall decide whether the Respondent violated the Code.

c. If a matter is not referred to the SCB for a hearing:

- (i) The Administrator shall decide whether the Respondent violated the Code. The Administrator shall make the decision based on the information contained in the Final Report, the written responses to the report, if any, submitted to the Administrator by the parties, and, if the Administrator chooses to meet with the parties, the information provided at the meeting to the Administrator by the parties.
- (ii) The Administrator should adopt the findings and credibility analysis contained in the Final Report, unless the Administrator finds that the findings or credibility analysis are not more likely than not

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to be true. Any additional or different findings issued by the Administrator must be based on a more likely than not standard.

- (iii) The Administrator is not required to defer to the recommendation contained in the Final Report as to whether the Respondent violated the Code, but is entitled to freely apply the Code to the findings in order to determine whether the Respondent violated the Code.
- (iv) If the Administrator determines that the Respondent violated the Code, the Administrator shall determine the appropriate sanction.
- (v) The Administrator's decision shall be in writing and include the basis for the decision. The written decision shall be simultaneously provided to the parties.
- (vi) The Administrator's decision may be appealed in accordance with section E.

d. At any time before the matter is submitted to the SCB, DOS may refer a charge of a violation of the Code to mediation or other forms of appropriate conflict resolution. All parties must agree to participate with DOS in the conflict resolution process. Complaints of physical sexual misconduct or violence shall not be referred for alternative resolution under this paragraph, except in unique circumstances approved by the Title IX Coordinator after consultation with the Office of General Counsel and the CSA Officer.

D-2. Student Conduct Board Hearing:

a. In matters referred to the SCB, the Administrator (or designee) must send written notice to the SCB and the parties.

- (i) The notice shall be in writing and may be delivered either in person to the parties, or by email to the student's official University email account. If the notice cannot be delivered either in person or to the student's official University account, the notice may be delivered by any means reasonably likely to reach the student.
- (ii) The notice must inform the Respondent of the specific provision(s) of the Code the Respondent is accused of violating, and include a short description of the basis of the alleged violation, the date and time for the hearing, and the deadline for submitting written materials to the Administrator.
- (iii) The written notice shall also include the Final Report and any responses to the Final Report which were timely submitted to the Administrator.

b. Except in cases referred to a Hearing Officer under Section G, the chair of the SCB shall appoint three to five members of the SCB to serve as a Hearing Panel to review each matter.

- (i) The chair of the SCB shall appoint one of the Hearing Panel members to serve as chair of the panel. A student may not serve as chair of a Hearing Panel.
- (ii) The Administrator (or designee) shall serve as a non-voting, ex-officio member of every Hearing Panel and may be present and available as a resource during all deliberations. The Administrator is responsible for informing the panel of any previous conduct violations or other relevant disciplinary actions involving the Respondent.

c. In every case submitted to a Hearing Panel, the parties may submit written materials for the panel to review as part of its decision. To be considered by the Hearing Panel, all written materials must be submitted to the Administrator prior to the deadline set forth in the notice. The Administrator shall ensure that any materials timely submitted are distributed to the parties and the Hearing Panel prior to the hearing. The written materials may only consist of the following:

- (i) Suggested questions for the panel to ask the Respondent or the Complainant;
- (ii) Written discussion or argument addressing the information contained in the Final Report;
- (iii) Information (as opposed to a discussion of the information contained in the report) that was not considered by the investigators in the Final Report only if the information was not available prior to the completion of the Final Report or if the information was provided to the investigator prior to the completion of the investigation but the information was not included in the Final Report.

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D-3. Hearing Procedures:

a. The hearing shall be held at the time and place listed in the notice. The hearing shall be held no less than five days after the notice is provided to the parties.

b. All hearings are closed to the public. The only people allowed to be present during the hearing are the parties, each individual party's Advisor, the investigator(s), the Administrator, the Title IX Coordinator (or designee) in Title IX cases, one or more attorneys from the Office of General Counsel, and the members of the Hearing Panel. The panel chair may give permission for others to attend the hearing in the panel chair's discretion, after consultation with the Administrator.

c. The only witnesses at the hearing shall be the investigator(s), the Complainant, and the Respondent. In non-Title IX cases, the Complainant may only be present during the portion of the hearing where the Hearing Panel questions the Complainant, unless the chair determines in appropriate cases that the Complainant may remain for the entire hearing. In extraordinary circumstances, if the investigator is unable to be present at the hearing, the DOS may designate a representative to be there in the place of the investigator. Neither the Complainant nor the Respondent is required to say anything at the hearing.

The panel chair, in consultation with the Administrator, may call additional witnesses if the panel chair determines that the additional witnesses are necessary for the Hearing Panel to properly resolve the case. This discretion should be used sparingly. The intention of the Code is that the Final Report, in the vast majority of cases, should provide a sufficient basis for the Hearing Panel's decision, recognizing that the parties may speak in person to the Hearing Panel and to respond to the Final Report.

d. It is each party's responsibility to inform the panel chair and the Administrator of scheduling conflicts no less than three days prior to the scheduled hearing. The Administrator shall have the sole discretion as to whether to reschedule the hearing. Except in cases of grave or unforeseen circumstances, if either party fails to appear, the hearing will proceed as scheduled.

e. If a report of a violation of the Code involves more than one Respondent, the Hearing Panel shall conduct a joint hearing with all Respondents. However, the panel chair may permit the hearing pertinent to each Respondent to be conducted separately. In joint hearings, separate determinations of responsibility shall be made for each Respondent.

f. Only the chair of the Hearing Panel may ask questions during the hearing, and doing so is at the sole discretion of the chair. However, the chair may seek input from panel members on areas for questioning. The parties may submit suggested questions in writing as long as the questions are received prior to the deadline for submitting written materials contained in the notice. Questions based on information that arises during the hearing may be submitted in writing during the hearing at the discretion of the panel chair.

g. For complaints involving sexual misconduct, discrimination, or other complaints of a sensitive nature, the panel chair, in consultation with the Title IX Coordinator and the Administrator, may allow the Complainant to attend the hearing, answer questions, and make a statement from behind a partition or from another room or location through audio/video technology.

h. The panel chair has discretion as to how to conduct the hearing. Generally, however, the hearing should be conducted as follows:

- (i) Opening statement by the Respondent addressing the Final Report and the allegations that the Respondent violated the Code;
- (ii) In Title IX cases, opening statement by the Complainant addressing the Final Report and the allegations that the Respondent violated the Code;
- (iii) Questions, if any, by the panel chair of the investigator(s), Respondent, and/or Complainant;
- (iv) Final statements by the Respondent and, in Title IX cases, the Complainant.

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i. In making its decision, the Hearing Panel shall consider all relevant information from the following sources:

- (i) the Final Report, including the findings and conclusions contained in the report;
- (ii) any written information provided by the parties as provided above; and
- (iii) the information received at the hearing.

j. In Title IX cases involving allegations of sexual misconduct, the past sexual history or sexual character of either party shall not be considered by the Hearing Panel except in extremely unusual cases where the panel chair determines that the information is critical to a proper understanding of the specific facts of the case at hand. Demonstration of pattern, repeated, and/or predatory behavior, in the form of previous findings in any legal or campus proceeding, or in the form of good faith allegations, may be considered in making the findings and, if a violation of the Code is found, the sanction.

k. There shall be a single record, such as an audio recording, for all hearings. Deliberations shall not be recorded. Failure to record the hearing for any reason is not to be considered a procedural error that substantially impacts the decision and will not be grounds for appeal or reversal of the Hearing Panel's decision.

D-4. Hearing Panel Decision.

a. The Hearing Panel shall issue a written decision, which should be issued within ten days after completing deliberations. The panel chair shall provide the written decision to the Administrator, who shall then simultaneously provide the decision to the parties

b. The Hearing Panel should adopt the findings and credibility analysis contained in the Final Report, unless the Hearing Panel finds that the information presented at the hearing warrants a different finding or the Hearing Panel finds that the findings or credibility analysis are not more likely than not to be true. Any findings issued by the Hearing Panel must be based on a more likely than not standard.

c. The Hearing Panel is not required to defer to the recommendation contained in the Final Report as to whether the Respondent violated the Code, but is entitled to freely apply the Code to the findings in order to determine whether the Respondent violated the Code.

d. Unless the panel chair is a Hearing Officer appointed to serve as chair without a vote, the panel chair shall participate in all votes, and all Hearing Panel decisions shall be made by a majority vote.

e. If the Hearing Panel determines that the Respondent violated the Code, the Hearing Panel shall determine the appropriate sanction(s). The Administrator shall serve as a resource to the Hearing Panel to help ensure that sanctions are reasonably consistent among similar cases.

f. The Hearing Panel may return the matter for additional investigation if the Hearing Panel determines that:

- (i) The investigator failed to properly investigate the allegation and the failure was both substantial and to the student's detriment; or
- (ii) There is new information that could substantially affect the outcome and the new information could not have been discovered before the issuance of the Final Report.

D-5. Either party may appeal a Hearing Panel's decision.

D-6. Sanctions imposed by the Hearing Panel shall generally not go into effect until either the time period for an appeal has expired and no appeal has been filed or until the decision is upheld on appeal. However, the CSA Officer may impose any sanction imposed by the Hearing Panel as an interim action pending the appeal.

E. APPEALS.

E-1. Any party may appeal the Administrator's or Hearing Panel's final decision. Appeals must be submitted in

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writing to the Administrator and must set forth the grounds for the appeal. The appeal must be filed no later than five days after the decision is delivered to the parties. The Administrator shall ensure that the parties receive a copy of the appeal.

E-2. Appeals are limited to the following grounds:

- a. A procedural error occurred in the investigation process that significantly impacted the outcome of the hearing;
- b. New information, unavailable during the investigation or hearing, that could substantially impact the original finding or sanction has been presented in the appeal documents;
- c. The sanctions imposed are substantially disproportionate to the severity of the violation (the imposition of an administrative fee is not a sanction, and therefore cannot be appealed); or
- d. The decision is not based on substantial information. A decision is based on substantial information if there are facts in the case that, if believed by the fact finder, are sufficient to establish that a violation of the Code occurred.

E-3. An appeal shall be limited to a review of the decision, the Final Report, any written material considered in the decision, the recording of the hearing held before the Hearing Panel, and any written materials submitted with the appeal. Where an appeal is based on the discovery of new information, the new information may be considered only to determine whether the information was unavailable at the time of the decision and whether the new information could substantially impact the original finding or sanction.

E-4. Appeal Panel Procedures:

- a. The chair of the SCB shall appoint three to five members of the SCB to serve on the Appeal Panel, and shall designate one member to serve as chair of the Appeal Panel. Any member who served on a Hearing Panel shall not serve on the Appeal Panel on the same case. A student may not serve as chair of an Appeal Panel.
- b. In Title IX cases, the non-appealing party may file a response to the appeal within five days of the filing of the appeal.
- c. The Appeal Panel shall issue a written decision. The decision should be issued within fifteen days of receiving the appeal. The chair of the Appeal Panel shall provide the written decision to the Administrator, who will then simultaneously provide the decision to the parties.

E-5. Results of the Appeal Panel. The Appeal Panel may:

- a. uphold the Administrator's or Hearing Panel's decision;
- b. uphold the finding that the Respondent violated the code, but revise the sanction(s);
- c. return the matter for reconsideration; or
- d. return the matter for additional investigation.

E-6. Unless the case is returned for reconsideration or to the investigator for additional investigation, the decision of the Appeal Panel is the final institutional decision. If the decision upholds the findings that the Respondent violated the Code, the sanctions imposed shall go into effect immediately.

F. Student Conduct Board.

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F-1. The description and make-up of the SCB can be found in FSH 1640.83.

F-2. A member of the SCB shall not serve on any Hearing Panel or Appeal Panel in any case where the member has a conflict of interest or bias for or against either party.

F-3. If procedures call for the appointment of three or more members to serve on a Hearing Panel or Appeal Panel, the chair of the SCB should endeavor to appoint at least one student to the Hearing Panel or Appeal Panel. A student may not serve as chair of the Hearing Panel or Appeal Panel. In disciplinary cases involving allegations of academic misconduct, a majority of the Hearing Panel or Appeal Panel should ordinarily be faculty members.

F-4. All members of the SCB must receive annual training as determined by DOS, the Title IX Coordinator, and/or the Office of General Counsel. A member cannot serve on either a Hearing Panel or Appeal Panel until the member has completed this training.

F-5. Proceedings before the SCB, whether before a Hearing Panel or Appeal Panel, are confidential and protected by the Family Educational Rights and Privacy Act (FERPA). In specific disciplinary cases, members of the SCB must protect the confidentiality of the information they receive in fulfilling their duties as members of the SCB. Panel members must not discuss specific cases or share any information regarding specific disciplinary cases or their deliberations with anyone other than the SCB Chair, the Office of General Counsel, the Administrator, or fellow panel members appointed to the same panel in that specific case, and in all such instances, the discussion or sharing of information must be reasonably necessary for the panel's consideration of the specific case.

G. USE OF A HEARING OFFICER.

G-1. In any case requiring a hearing before a panel of the SCB, the University may use a Hearing Officer to conduct that hearing.

G-2. The decision as to whether to appoint a Hearing Officer shall be made by the Administrator. The decision as to whether to appoint a Hearing Officer may not be appealed and may not be challenged on appeal as a procedural error.

G-3. The Hearing Officer may be appointed to serve as follows:

a. As a non-voting chair of the Hearing Panel whose duties are to run the hearing and ensure all proper procedures are followed;

b. As a voting chair of the Hearing Panel whose duties are to run the hearing, ensure that all proper procedures are followed, and to have a vote on the decision; or

c. As the chair and only member of the Hearing Panel whose duties are to run the hearing, ensure that all proper procedures are followed, and to issue the decision. When the Hearing Officer serves as the sole decision-maker, the Hearing Officer's decision shall be treated for all purposes the same as the decision of a Hearing Panel under the Code.

d. In cases involving allegations of academic dishonesty, a Hearing Officer may only be appointed as a non-voting chair of the Hearing Panel, but may not be appointed as a voting member of the Hearing Panel or as the chair and only member of the Hearing Panel.

G-4. The Administrator shall appoint the Hearing Officer from a list of Hearing Officers approved by the Office of General Counsel. The Hearing Officer must not have a conflict of interest or bias for or against either party.

G-5. The Office of General Counsel shall determine the appropriate qualifications for a person to serve as a Hearing Officer and shall make a list of approved Hearing Officers available to the Administrator.

H. INTERIM ACTION.

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H-1. At any time before a final institutional decision, the CSA Officer, or designee, may impose restrictions on a student and/or separate the student from the University community pending the final institutional decision. If circumstances allow, the CSA Officer (or designee) should meet with the student prior to imposing the interim action.

H-2. Other than issuance of no contact orders, an interim action issued prior to a hearing before the Hearing Panel may only be imposed when the CSA Officer determines that the student represents a threat of serious harm to any person; the student is facing allegations of serious criminal activity; the action is necessary to preserve the integrity of the investigation; the action is necessary to preserve University property; and/or the action is necessary to prevent disruption of, or interference with, the normal operations of the University. After the Hearing Panel's decision, pending an appeal of the decision, the CSA Officer may impose a sanction issued by a Hearing Panel as an interim action at the discretion of the CSA Officer.

H-3. In any Title IX case, the investigator, in consultation with DOS, may issue a no contact order prohibiting the Respondent and/or the Complainant from contacting the other. A no contact order should be routinely issued in Title IX cases and there need not be a specific determination made as provided above.

H-4. Interim actions may include, but are not limited to, the following:

- a. Suspension from the University pending a final institutional decision;
- b. Issuance of a no contact order;
- c. Exclusion from University property;
- d. Removal from the residence halls;
- f. Removal from extracurricular activities, including participation on athletics teams;
- g. Withholding the award of a degree pending the conclusion of the investigation and hearing process; or
- h. Any other action deemed necessary and appropriate by the CSA Officer to maintain orderly and appropriate University operations.

H-5. Where a student is suspended from the University, or directed to not attend certain classes, alternative coursework options may be pursued, with the approval of the CSA Officer and the appropriate college dean, to ensure as minimal an impact as possible on the responding student.

H-6. An interim action must be made in writing and is effective when the CSA Officer delivers the Notice of Interim Action to the responding student either in person or by email sent to the student's official University of Idaho email account.

H-7. The Respondent may appeal the imposition of any interim action by filing an appeal with the CSA Officer. There are no formal procedures for this appeal, and the interim sanctions remain in effect unless overturned by the CSA Officer.

H-8. A violation of the provisions of an interim action shall be considered a violation of the Code.

I. SANCTIONS.

I-1. The following sanctions may be imposed upon any student determined to have violated the Code:

- a. **Warning:** a written notice to the student.

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b. Probation: a written reprimand accompanied by a probationary period during which the student must not violate the Code in order to avoid more severe disciplinary sanctions.

c. Loss of Privileges: denial of specified privileges for a designated period of time.

d. Restitution: compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.

e. Educational Sanctions: completion of work assignments, essays, service to the University, community service, workshops, or other related educational assignments.

f. Housing Suspension: separation of the student from University Housing for a definite period of time, after which the student is eligible to return. Conditions for return may be specified.

g. Housing Expulsion: permanent separation of the student from University Housing.

h. University Suspension: separation of the student from the University for a definite period of time, after which the student is eligible to return. Conditions for return may be specified.

i. University Expulsion: permanent separation of the student from the University.

j. Revocation of Admission and/or Degree: admission to or a degree awarded from the University may be revoked for fraud, misrepresentation, or other violation of University standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.

k. Withholding Degree: the University may withhold awarding a degree otherwise earned until the completion of all sanctions imposed.

I-2. More than one of the sanctions listed above may be imposed for any single violation.

I-3. A student who fails to comply with the sanction(s) imposed shall have a disciplinary hold placed on his/her record until the student complies with all sanctions imposed.

I-4. Disciplinary sanctions other than suspension, expulsion or revocation or withholding of a degree shall not be made part of the student's permanent academic record, but shall become part of the student's disciplinary record. Such sanctions shall be expunged from the student's disciplinary record seven (7) years after final disposition of the case.

I-5. The student shall be responsible for administrative and educational costs of any and all sanctions imposed for alcohol related violations.

J. MISCELLANEOUS.

J-1. Agreement: At any point during the disciplinary process prior to a final institutional decision, the Administrator and the parties may agree to an appropriate resolution without further investigation, hearing, or appeal. The agreed upon resolution may include the use of appropriate alternative dispute resolution methods.

J-2. Role of an Advisor: In accordance with the educational purpose of the Code, all students, including Respondents and Complainants, are expected to speak for themselves at all stages of proceedings under the Code, including, but not limited to, during the investigation, hearing, and any appeal. Any student may have an Advisor present at any time during any interview, meeting, or proceeding under the Code, but the Advisor's role is to advise the student, not to speak for the student or make any presentation on behalf of the student. The student may, at any time and for a reasonable period of time, confer with the Advisor. If the University official conducting the proceeding determines at any time that the Advisor is acting outside of these parameters, the Advisor may be required to leave the proceeding at the official's discretion. In appropriate circumstances, at the sole discretion of

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the University official conducting the proceeding, the University official may allow the Advisor to speak on behalf of the student and/or make a presentation on behalf of the student.

J-3. Fee: Any time a student is found to have violated the Code, DOS may charge the student an administrative fee of \$150. This is not considered a sanction and may not be appealed.

J-4. Parent Notification: The University may notify parents of students under the age of 21 when a student has been found to have committed a drug or alcohol-related violation. This is not considered a sanction, and the decision as to whether to notify the parents or not rests entirely within the discretion of DOS.

J-5. Training: All members of the SCB, the Administrator, the Title IX Coordinator, and the investigators shall receive annual training in accordance with the requirements of the policies of the Board of Regents of the University of Idaho and the Idaho State Board of Education, the Clery Act and implementing regulations, and Title IX.

J-6. Timeframe: With the exception of the deadlines for filing an appeal (see section E) or for requesting a hearing before the SCB (see section D-1.b.), all other timeframes contained in the Code are suggested timeframes. While the timeframes should be followed absent exceptional circumstances, the failure to conduct any action within a designated timeframe is not grounds for appeal or reversal of any decision.

J-7. Interpretation: Any question of interpretation regarding the Code or these procedures will be referred to the CSA Officer or his/her designee for final determination.

J-8. Disclosure: The University will, upon written request, disclose to the alleged victim of any crime of violence (as that term is defined in section 16 of title 18, United States Code), or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by the University against a student who is the alleged perpetrator of such crime or offense with respect to such crime or offense. If the alleged victim of such crime or offense is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this paragraph.

J-9. Review by President: Any decision or action taken under the Code may be reviewed by the President at the President's discretion.

J-10. Review by Board of Regents: Appeals of a final institutional decision to the Board of Regents must be made in accordance with Idaho State Board of Education Governing Policies and Procedures Section III.P.18.

Version History

Amended January 2017. A rewrite was completed that found middle ground between the early 1970's court trial format and the strong investigative model which had unintentionally created many delays to this less confrontational investigative model. The objective is to provide a process that allows for fact-finding and decision-making that balances the rights of the individual with the legitimate interests of the University.

Amended July 2016. Addressed some cumbersome processes that arose which were affecting the ability to resolve cases quickly.

Amended July 2014. All disciplinary language from FSH 2200 Statement of Student Rights and FSH 2300 Student Code of Conduct was consolidated into this policy and updated removing redundancies in policy.

Amended July 2008. The committee composition was moved into FSH 1640 Committee Directory.

Amended July 1993. Membership and quorum were changed on the University Judicial Council.

Adopted 1979. While the disciplinary process contained in FSH 2400 is uniquely crafted to meet the University of Idaho's individual needs, portions of the process and Code are adapted from the NCHERM Group Model

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Developmental Code of Student Conduct and is used here with permission. Other portions are adapted from Edward N. Stoner II and John Wesley Lowery, Navigating Past the “Spirit of Insubordination”: A Twenty-First Century Model Student Conduct Code With a Model Hearing Script, 31 *Journal of College and University Law* 1 (2004).



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://sitecore.uidaho.edu/governance/policy>.

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **FSH 1460 ACADEMIC CALENDARS**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Originator: Lindsey Brown, University Registrar

Policy Sponsor, if different from Originator: Torrey Lawrence, Provost & Executive Vice President

Reviewed by General Counsel ___ Yes X No Name & Date:

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.

This revision delays all dates for Fall 2025, Spring 2026, and Summer 2026 by one week. Details are attached. The current dates for Academic Year 2025-26 align with WSU for Spring commencement on May 9, 2026. This will be a major challenge for the Moscow and Pullman communities as well as our families seeking housing and dining. UI’s calendar currently “flips” to a later start in AY 26-27; however, that change can take place during AY 25-26 to avoid concurrent spring commencements while still following the normal pattern of UI semesters. In addition, earlier starts create a hardship for many UI students who are involved in agricultural harvest or firefighting. Delaying all AY 25-26 dates addresses these concerns. One additional impact is that the irregular 14-week summer (normally 13 weeks) will shift from Summer 2026 to Summer 2025. A 14-week summer is unavoidable.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

January 1, 2024

| Summer Session | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|----------------------------|------------------|----------------------|------------------|------------------|------------------|------------------|----------------------|
| Summer Session Begins | May 19 | May 18 | May 16 | May 15 | May 14 | May 13 | May 18 |
| Memorial Day | May 26 | May 25 | May 30 | May 29 | May 28 | May 27 | May 25 |
| Independence Day | July 4 | July 3 (observed) | July 4 | July 4 | July 4 | July 4 | July 3 (observed) |
| Summer Session Ends | Aug 8 | Aug 7 | Aug 5 | Aug 4 | Aug 3 | Aug 2 | Aug 7 |
| Final Grades Due, 12:00 PM | Aug 12 | Aug 11 | Aug 9 | Aug 8 | Aug 7 | Aug 6 | Aug 11 |
| | | | | | | | |
| Fall Semester | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Classes Begin | Aug 25 | Aug 24 | Aug 22 | Aug 21 | Aug 20 | Aug 26 | Aug 24 |
| Labor Day | Sept 1 | Sept 7 | Sept 5 | Sept 4 | Sept 3 | Sept 2 | Sept 7 |
| Recess | Nov 24-28 | Nov 23-27 | Nov 21-25 | Nov 20-24 | Nov 19-23 | Nov 25-29 | Nov 23-27 |
| Finals | Dec 15-19 | Dec 14-18 | Dec 12-16 | Dec 11-15 | Dec 10-14 | Dec 16-20 | Dec 14-18 |
| Commencement | Dec 13 | Dec 12 | Dec 10 | Dec 9 | Dec 8 | Dec 14 | Dec 12 |
| Final Grades Due, 12:00 PM | Dec 16 | Dec 21 | Dec 13 | Dec 19 | Dec 18 | Dec 24 | Dec 22 |
| | | | | | | | |
| Winter Intersession | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
| Classes Begin | Dec 20 | Dec 19 | Dec 17 | Dec 16 | Dec 15 | Dec 21 | Dec 19 |
| Close of Session | Jan 13 | Jan 12 | Jan 10 | Jan 9 | Jan 8 | Jan 14 | Jan 12 |
| | | | | | | | |
| Spring Semester | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
| Classes Begin | Jan 14 | Jan 13 | Jan 11 | Jan 10 | Jan 9 | Jan 15 | Jan 13 |
| Martin Luther King Jr. Day | Jan 19 | Jan 18 | Jan 16 | Jan 15 | Jan 21 | Jan 20 | Jan 18 |
| President's Day | Feb 16 | Feb 15 | Feb 20 | Feb 19 | Feb 18 | Feb 17 | Feb 15 |
| Recess | Mar 16-20 | Mar 14-18 | Mar 13-17 | Mar 12-16 | Mar 11-15 | Mar 16-20 | Mar 15-19 |
| Finals | May 11-15 | May 9-13 | May 8-12 | May 7-11 | May 6-10 | May 11-15 | May 10-14 |
| Commencement | May 16 | May 14 | May 13 | May 12 | May 11 | May 16 | May 15 |
| Final Grades Due, 12:00 PM | May 19 | May 17 | May 16 | May 15 | May 14 | May 19 | May 18 |

| Summer Session | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
|----------------------------|----------------------|------------------|------------------|------------------|----------------------------------|---------------------------------|----------------------|
| Summer Session Begins | May 17 | May 16 | May 15 | May 13 | May 12 | May 11 <u>18</u> | May 17 |
| Memorial Day | May 31 | May 30 | May 29 | May 27 | May 26 | May 25 | May 31 |
| Independence Day | July 5 (observed) | July 4 | July 4 | July 4 | July 4 | July 3 (observed) | July 5 (observed) |
| Summer Session Ends | Aug 6 | Aug 5 | Aug 4 | Aug 2 | Aug 1 | July 31 <u>Aug 7</u> | Aug 6 |
| Final Grades Due, 12:00 PM | Aug 10 | Aug 9 | Aug 8 | Aug 6 | Aug 5 | Aug 4 <u>11</u> | Aug 10 |
| | | | | | | | |
| Fall Semester | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
| Classes Begin | Aug 23 | Aug 22 | Aug 21 | Aug 19 | Aug 18 <u>25</u> | Aug 24 | Aug 23 |
| Labor Day | Sept 6 | Sept 5 | Sept 4 | Sept 2 | Sept 1 | Sept 7 | Sept 6 |
| Recess | Nov 22-26 | Nov 21-25 | Nov 20-24 | Nov 25-29 | Nov 24-28 | Nov 23-27 | Nov 22-26 |
| Finals | Dec 13-17 | Dec 12-16 | Dec 11-15 | Dec 9-13 | Dec 8-12 <u>15-19</u> | Dec 14-18 | Dec 13-17 |
| Commencement | Dec 11 | Dec 10 | Dec 9 | Dec 7 | Dec 6 <u>13</u> | Dec 12 | Dec 11 |
| Final Grades Due, 12:00 PM | Dec 21 | Dec 20 | Dec 19 | Dec 17 | Dec 16 <u>23</u> | Dec 22 | Dec 21 |
| | | | | | | | |
| Winter Intersession | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 |
| Classes Begin | Dec 18 | Dec 17 | Dec 16 | Dec 14 | Dec 13 <u>20</u> | Dec 19 | Dec 18 |
| Close of Session | Jan 11 | Jan 10 | Jan 9 | Jan 7 | Jan 6 <u>13</u> | Jan 12 | Jan 11 |
| | | | | | | | |
| Spring Semester | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 |
| Classes Begin | Jan 12 | Jan 11 | Jan 10 | Jan 8 | Jan 7 <u>14</u> | Jan 13 | Jan 12 |
| Martin Luther King Jr. Day | Jan 17 | Jan 16 | Jan 15 | Jan 20 | Jan 19 | Jan 18 | Jan 17 |
| President's Day | Feb 21 | Feb 20 | Feb 19 | Feb 17 | Feb 16 | Feb 15 | Feb 21 |
| Recess | Mar 14-18 | Mar 13-17 | Mar 11-15 | Mar 10-14 | Mar 9-13 <u>16-20</u> | Mar 15-19 | Mar 13-17 |
| Finals | May 9-13 | May 8-12 | May 6-10 | May 5-9 | May 4-8 <u>11-15</u> | May 10-14 | May 8-12 |
| Commencement | May 14 | May 13 | May 11 | May 10 | May 9 <u>16</u> | May 15 | May 13 |
| Final Grades Due, 12:00 PM | May 17 | May 16 | May 14 | May 13 | May 12 <u>19</u> | May 18 | May 16 |

Spread Pay Task Force Findings and Recommendations

History of the Task Force

In 2022 Faculty Senate charged a task force to consider the possibility of developing a system that would allow University of Idaho faculty on 9-month contracts to be paid over 12 months. The catalyst for this work was a combination of faculty interest and its potential to both retain and recruit faculty.

The old spread pay system was an offered benefit until FY 2017. However, difficulties with the Banner 8 system and managing faculty on complicated contracts made the system too cumbersome.

In the Spring of 2022, the Task Force sent a survey to eligible faculty to determine the degree to which faculty supported this initiative. At that time, 570 faculty were on academic contracts and received the survey. 329 completed the survey, resulting in a response rate of 61%. Of those faculty currently on standard pay, 63% indicate that they would immediately switch to a 12 month pay system if given the option. Regardless of whether or not they would go on a 12 month pay system, 94% of surveyed faculty supported implementing it as an option for others.

In AY 23-24, there are 576 U of I faculty on academic year contracts.

- 454 are on standard pay; they are paid for 39 weeks of work during the academic year.
- 122 are on the old system of spread pay; they are paid for 39 weeks of work over twelve months on a system using a problematic pay schedule.

Current Realities

In the process of investigating the possibility of reoffering a benefit that would allow people on 9-month contracts to be paid over 12, it became evident that the current system of providing advanced pay in July and August poses significant problems for the university. Our current system of spread pay operates by paying people in July and August prior to the beginning of their contract. Paying employees for work before the contract begins presents challenges and the schedule must be reset – regardless of whether or not we offer deferred pay as a benefit for all eligible faculty.

There are 122 faculty members currently on this old spread pay schedule. To resolve the schedule problems, they will need to shift to a new pay schedule or opt for standard pay. The new model, called deferred pay, will allow faculty to defer portions of their pay through the academic year to be paid over the following summer. The pay system aligns with the start of their work period.

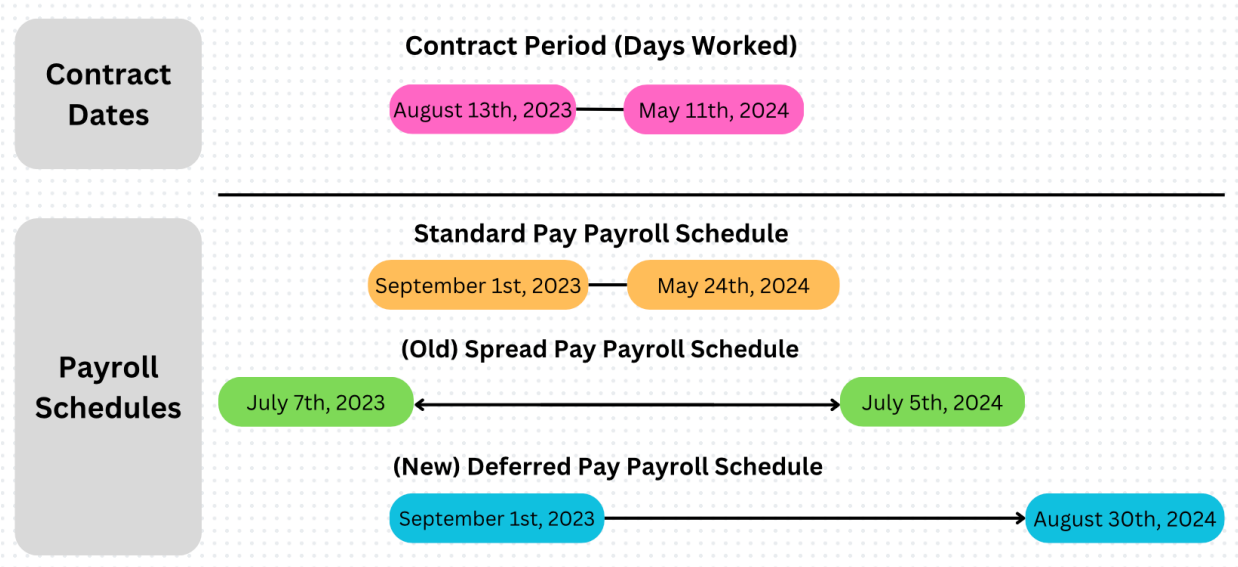
Key Terms:

Standard Pay: a pay system in which faculty on a 9-month contract are paid over nine months. Their pay is in line with the pay periods they work.

Deferred Pay: a pay system in which faculty on a 9-month contract are paid over 12 months. A portion of their pay for the academic year is deferred and covers the pay periods in the summer.

Spread Pay: a pay system in which faculty on a 9-month contract are paid over 12 months. In July and August they are paid in advance of their work. A portion of their pay for the academic year is delayed covering May and June.

Figure 1: Illustration of Different Pay Schedule Examples Based on AY 23-24



Required Changes Discovered During the System Review

The old system must be terminated. In doing so, the university needs to move the 122 faculty currently on the old spread pay schedule to the new deferred pay schedule or to allow them to opt for standard pay. These faculty members will finish the current fiscal year on the old spread pay schedule (ending June 22, 2024 (pay date July 5th) with the end of the current fiscal year) and begin the following year on the new deferred pay schedule (or, if they choose, standard pay). Faculty on the old spread pay system will receive their July 5, 2024 paycheck and then will have a six-week gap as we shift between schedules. This will occur from mid-July through August. This pay schedule will align with the start of the academic year and the pay will be “deferred” to the following summer. The payroll dates for this disruption are the following: July 19, 2024; August 2, 2024; and August 16, 2024. Pay will resume on August 30, 2024.

The task force review also uncovered a second problem with our current system. Currently academic faculty are paid according to two pay schedules. There is one schedule for faculty on standard pay which uses a schedule of 19.5 factors; and another for those on the old spread pay which uses a 20 factor schedule. The deferred pay system cannot use partial schedules, so the whole schedule needs to use a 20 factor schedule. The payroll system needs to bring all academic year faculty on the same schedule.

This change has no effect to faculty base salary during the regular academic year and no impact to summer appointments paid by a flat rate. There will be an impact to an academic year faculty’s summer earnings if an hourly rate is used to calculate the salary for the summer. The summer hourly rate will be 2.5% less than the previous pay schedule. See the Appendix for additional information.

Opportunities for Faculty on Standard Pay to Switch to Deferred Pay and Other Required Changes Uncovered by this Process

The University of Idaho can offer deferred pay to faculty who are on 1.0 FTE academic year (9-month) appointments beginning in AY 24-25. These faculty must opt in to deferred pay for the entire year. New faculty who are hired mid-year will have to wait for the following year to elect deferred pay. Faculty who would like to remain on standard pay are not required to opt into deferred pay. The details of this new schedule are included as an appendix. To reset the schedule, there are three required adjustments.

- First, there will be a disruption in pay for the 122 faculty on the current spread pay system to transition to the new deferred pay system;
- Second, the payroll system needs to bring all academic year faculty on the same 20 factor schedule;
- Third, the new system requires that administrative stipends be paid differently. Faculty with administrative appointments can opt into the deferred pay system to spread their base salary over 12 months, but the administrative stipend can only be paid according to the academic calendar. Currently, there are 19 faculty of the 122 on the old spread pay system who have their base salary and administrative stipend spread out over 12 months. The new system requires the base salary and the administrative stipend to be paid separately.

Recommendations of the Task Force

The task force recommends the following:

- The University of Idaho offer deferred pay to all eligible faculty effective on academic year (9-month) contracts starting in 2024-25;
- The University of Idaho transition faculty currently on the old system of advanced spread pay to the system of their choosing: either the new deferred pay system or the standard pay system effective 2024-25;
- The University of Idaho provide options for the 122 affected faculty members on the legacy spread pay system to navigate the gap in three pay periods offering the following:
 - Financial planning tools for those who wish to immediately transition to the new deferred pay system to manage the three-pay disruption on their own;
 - The option to enroll in a UI payroll managed system that withholds an amount of their choice (up to 3/26th of their annual salary) which will be used to provide the UI paychecks during the three pay periods of transition. (See Appendix for details)

Appendix—Updated UI Deferred Pay Schedule

Compiled by the Provost's Office and the Division of Finance and Administration
November 6, 2023

Context

A faculty senate deferred pay Task Force worked with individuals from the Division of Finance and Administration and the Provost's Office to make deferred pay available to all full-time faculty in AY 24-25 as a recruiting and retention benefit.

Currently, there are 576 U of I faculty on Academic Year (AY) contracts.

- 454 are on standard pay; they are paid for 39 weeks of work during the academic year.
- 122 are on the old system of spread pay; they are paid for 39 weeks of work over twelve months.
- 19 of the 122 faculty on the old spread pay system currently have administrative stipends that are currently included in their spread salary.

Eligibility for deferred pay:

- Full-time faculty on Academic Year contracts can opt in to deferred pay prior to each academic year.
- Must start the Academic Year on deferred pay; faculty who begin mid-year must wait to join deferred pay until the following year.
- Faculty must have a 1.0 FTE appointment for the entire academic year.

Transition from the old system to the new system:

This system change involves a one-time payroll system reset that will mean the following:

- The start date of the deferred pay schedule must be aligned with the start of the academic year contract. For the 122 faculty on the old system, this means there will be a disruption in pay for three pay periods (six weeks) in the summer of 2024. Faculty on the old spread pay system would receive their paycheck on July 5, 2024 and then there would be a six week disruption. These include the pay dates of July 19, 2024; August 2, 2024; and August 16, 2024. Pay would resume on August 30, 2024. In future years, there will be no gap in pay as faculty continue on deferred pay.
- Administrative stipends can only be paid according to the academic year calendar. Faculty with administrative appointments can opt into the deferred pay system to spread their base salary over 12 months, but the administrative stipend can only be paid according to the academic calendar. Currently, there are 19 faculty of the 122 on the old spread pay system who have their base salary and administrative stipend spread out over 12 months.
- The new deferred pay system requires a reset in the payroll schedule from 19.5 pay factors to 20 pay factors. Work expectations and job duties remain the same for positions, but the Banner system requires an even number of weeks in the pay

schedule (and not split pay periods) to avoid errors and manual work. This will impact academic year faculty on standard pay who have contracts in the summer that require salary calculations based on an hourly rate. The total amount that a faculty member in this situation could earn in the summer under the new system could be slightly less because summer will not include a half pay period and because the new schedule reduces the calculation of the hourly rate by 2.5%.

- The system does not support half pay periods.
- U of I cannot sustain two separate payroll systems.

FAQ:

Q1: Is deferred pay required for all academic year faculty? I am an academic year faculty member and I prefer to be paid according to the nine-month contract period.

A: No, deferred pay is an option offered to faculty on AY contracts. The default way to be paid is standard pay according to the contract period. Deferred pay must be selected as an option each year.

Q2: I moved from spread pay to standard pay in 2017 and received a \$1,000 incentive payment. Do I have to pay this back?

A: No. You received that incentive to stop using the old spread pay system.

Q3: What is wrong with the old spread pay system and why were some faculty allowed to stay on it?

A: The old system of spread pay relies on paying faculty prior to the start of their contract which creates significant challenges. The updated process will allow the administrative systems (Banner) to manage these deferred pay schedules in the manner intended and reduce the administrative burden associated with managing those pay schedules. Likewise, the new system allows for contracts for standard pay and deferred pay operate with the same payroll schedule assumptions. We can only have one payroll system for academic year faculty. It is no longer possible to support two distinct payroll systems for academic year faculty.

Q4: Can faculty on the old spread pay system opt into the new deferred spread pay system?

A: Yes, but they will have to manage a one-time disruption in three pay periods in late summer 2024. They can manage this on their own or they can set up UI payroll withholdings during spring semester to manage this.

Q5: How will the 122 faculty on the old spread pay system be transitioned to the new system?

A: They will receive their July 5, 2024 paycheck, which represents the last pay for their 2023-2024 academic year salary. Then, there will be a disruption in the three pay periods

of July 19, 2024; August 2, 2024; and August 16, 2024. Pay would resume on August 30, 2024 with their 2024-2025 academic year salary. These faculty can either budget and manage the transition on their own or UI payroll can assist through a withholding program.

Q6: What does the UI payroll withholding system to bridge the transition look like for faculty on the old spread pay system?

A: A contract time would be established where a faculty member would establish a set amount to be withheld from their paychecks (up to 3/26th of their annual salary). Payroll would create a holding account for the faculty member. The established amount would be taken out over 14 pay periods January 5, 2024 through July 5, 2024. These funds would be used to pay the faculty member during the transition pay periods of July 19, 2024 through August 16, 2024. The faculty member chooses the amount to be withheld. This arrangement would need to be signed and approved by the faculty member by December 21, 2023.

Alternately, faculty who are on the old spread pay system, can manage the transition on their own. They are not required to use the UI withholding system.

Q7: Am I losing money with this transition from the old spread pay schedule to the new deferred pay schedule?

A: No, you will still be paid the same amount for your work according to your contract. Depending on how a person elects to manage the transition in payroll systems, there will be variability in the timing of paychecks.

Q8: Why does the new system remove a week from the summer pay schedule and what is the impact?

A: U of I is currently running two payroll systems for academic year faculty; one of the systems uses half pay periods to calculate salary. The ability to offer all academic year faculty deferred pay requires an adjustment to the payroll schedule to bring all academic year faculty on the same schedule. This one-time adjustment changes the summer schedule by a week. This change has no effect to faculty base salary during the regular academic year and no impact to summer appointments paid by a flat rate.

This change will impact academic year faculty who calculate their summer salary earnings using an hourly rate. The hourly rate will be 2.5% less than the hourly rate of the old system. Potentially, the earnings for faculty on grant funded work for the entire summer could have the summer earnings reduced by a maximum of 10% if they are paid exclusively on grant funds. The reduction results from the schedule adjustment of a week and the reduction in the hourly rate. Grants require the calculation of faculty effort on based on an hourly rate.

In summer 2023, there were 182 faculty who had summer contracts that included compensation for work on grants.

Q9: Why can't administrative stipends be included in the deferred pay option?

A: Faculty who hold administrative appointments (e.g. associate dean, department chair, program director, etc.) and who receive an administrative stipend can opt into having their base salary paid as deferred pay, but the administrative stipend must be paid according to the academic calendar. This is because these positions often fluctuate or start at different points in the year. The new system cannot accommodate the variability with these types of positions and so this part of the appointment will be treated separately. For faculty in these types of positions, they can opt to defer their base salary over 12 months, but the administrative stipend will be paid over 9 months.

Q10: I am a faculty whose FTE is variable over the course of the academic year due to availability of grant funding. Am I eligible for deferred pay?

A: No. Faculty are only eligible to be on deferred pay if they have a 1.0 FTE appointment for an entire academic year.

Q11: What happens for faculty on full-year sabbatical as it relates to supplemental pay on grants?

A: This information is forthcoming and solution will be in place by the time of implementation.

2023 – 2024 Faculty Senate – Pending Approval
Meeting # 15

Approved at Mtg #16
January 9, 2024

Tuesday, December 5, 2023, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kirchmeier, Torrey Lawrence (w/o vote), Long, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals.

Absent: Kenyon (excused), Reynolds, Mischel

Also Present: Samantha Thompson-Franklin (proxy for Kenyon)

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #14, November 28, 2023, were approved as distributed.

Chair's Report:

- Fan mail is not how I would describe some of the emails Kristin and I have received about spread pay since we last met. There is lots of confusion about what was involved with the vote last week. New information has come up which Kristin will further cover later in the meeting to clarify any confusion and what is entailed in last week's vote. As serious concerns were raised, I would like to entertain a motion to reconsider last week's motion. Vice Chair Haltinner will explain the process at the beginning of the voting section.
- Many of the students who graduate this week may soon join the workforce with little or no idea about Artificial Intelligence (AI), the technological challenges associated with AI, or the impact of AI on their future careers. This is something that we need to think about as a university.

Provost's Report

- Final grades are due December 19 at noon.
- Winter Commencement: Saturday December 9. We have over 550 graduates. There will be two ceremonies, at 9:30am and at 2:00pm, at the ICCU Arena.
<https://www.uidaho.edu/events/commencement/winter>
- Football: we are entering the third round of playoffs. The next game is Saturday, at 7pm, at the Kibbie Dome, against the University of Albany.
- Related to the recent spread pay discussions: we will send a university-wide communication about splitting paychecks into multiple accounts in Banner.

Motion to reconsider the Spread Pay Task Force Recommendations (vote):

- Vice Chair Haltinner apologized for last week's confusion that led to the vote and proceeded to provide clarification.
 - Faculty Senate voted on the recommendation to offer deferred pay as a benefit to all eligible employees. Faculty Senate did not vote on implementation policies or practices, which will come through Senate in the spring.
 - FSL moved quickly to maximize the time available to the 122 faculty currently on the old spread pay system to plan for the pay gap in summer 2024.

- The recommendation is on the UFM agenda as a non-voting item because our constitution does not provide a mechanism for the general faculty to vote on Senate recommendations at UFM's. In accordance with FSH 1540 B-2, we wanted to be transparent with the full faculty about Faculty Senate work.
- Since last week, FSL received multiple messages from faculty who are deeply concerned about the implementation process that may result from the recommendation. FSL also learned that some non-senators voted last week for the FSH and UCC items on the agenda, but it's unknown whether non-senators participated in the vote regarding the Spread Pay Task Force recommendation. We confirmed that interest-free loans by the university are not permitted by state law. We also learned about a new option: rather than changing the contract length from 19.5 to 20 pay periods, we can change only the pay schedule to 20 weeks leaving the contract length to 19.5 weeks. In this way, hourly wages, contract length and summer length stay the same. The Provost Office, the Budget Office and ORED have been working hard to identify a better solution, the detailed implementation of which could be ready in January 2024. Any required policy changes will go through Faculty Affairs and Faculty Senate.

Vice Chair Haltinner explained the requirements for and implications of the Motion to Reconsider: it must be made by a member who voted on the prevailing side, it needs a second, who can be any member, it requires the presence of new information, it can be debated, it must be voted on, it requires a majority of the votes cast. If the motion to reconsider passes, last week's vote to support the Spread Pay Task Force recommendation is vacated. If the motion to reconsider does not pass, the recommendation from last week stands, but the task force, in partnership with FAC, will continue to work with the appropriate university bodies on the details of the implementation. The main difference is whether Faculty Senate votes on the recommendation before or after the implementation details have been ironed out. Some senators objected to the motion to reconsider because Robert's Rules of Order allow it only at the same meeting where the original motion was voted on, and because there is no new information to justify it. Others argued that there is new information – the possibility that non-senators may have voted on the original motion should, in itself, be enough to invalidate the vote.

Moved to reconsider (Raney/Barannyk).

Discussion:

People currently on standard pay are very worried about having to wait until summer 2026 for deferred pay. On the other hand, of the 122 employees currently on the legacy spread pay system, some are deeply anxious about the short time available to prepare for the pay gap in summer 2024. On behalf of their constituents, some urged Faculty Senate to reconsider and ultimately defer the implementation by one year. Vice Chair Haltinner reiterated that spread pay is going away in any case, and deferring by one year would give impacted faculty 18 months rather than 6 months to prepare for the pay gap. The university would hold on to the current spread pay system for another year.

There was again disagreement about the presence of new information and whether Robert's Rules of Order permit us to reconsider a motion at the next meeting. FSH 1520 VI – Rules of Order states that “...*Robert's Rules of Order Newly Revised govern all meetings of the university faculty, other faculties, the Faculty Senate...*” and those allow to reconsider a motion at the following meeting. A Senator noted that the reconsideration of the motion will not change anything, since it's only a recommendation.

At this point, Senators were ready to vote on the motion to reconsider the Spread Pay Task Force recommendation. If the motion passes, the original question from last week comes back before the assembly.

Vote: 15/21 yes; 6/21 no. Motion to reconsider passes.

The original motion can now be debated, amended, and voted on.

Discussion:

Chair Gauthier noted that, if the current recommendation of the task force are voted down, it will be important that all impacted groups are represented on the task force that will continue the work.

Motion to amend (Justwan/Mittelsteadt): Assemble a task force where all impacted groups are represented and charge this committee with working out the implementation details.

Discussion:

A debate followed on who the different groups are and whether it would be productive to include additional people on the task force. Senator Mittelsteadt volunteered to join the task force as a faculty impacted by potential changes in summer contracts.

Chair Gauthier suggested an official “heads up” communication to those faculty who would have to go through the pay gap in summer 2024, should that be the path we take. Provost Lawrence agrees that these faculty should be put on the alert but emphasizes that timing is crucial – if we are not going down that path, we shouldn’t put people on notice and then let them know that plans have changed.

Vote to approve the motion on the floor (to refer the matter to a representative committee):

6/20 yes; 14/20 no. Motion fails.

Back to the original motion from last week.

It was further clarified that, if implementation requires policy changes, those will go through FAC and Faculty Senate. Again, timing is extremely important – the implementation date must be very clear in the language of the motion.

Motion to amend with implementation delayed by one year (Justwan/Mittelstaedt).

Discussion:

Senators reiterated their constituents’ concerns, either strongly in favor of or strongly against the amendment.

Vote on the amendment: 50% yes; 50% no. The Chair already voted; thus, the motion fails for lack of majority.

Motion to call the question (Long/ Murphy).

Vote on motion to call the question (needs 2/3 majority): 19/20 yes; 1/20 no. Motion to call the question passes.

Vice Chair Haltinner displayed the original motion and recalled that, regardless the outcome of the vote, the task force will continue to work on implementation.

Vote on the original motion: 12/21 yes; 9/21 no. Motion passes.

Adjournment:

The agenda not being completed, Chair Gauthier entertained a motion to adjourn. So moved (Long, Raney). The meeting was adjourned at 4:57pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #15

Tuesday, December 5, 2023 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #14 November 28, 2023, **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Old Business (vote)
 - Motion to Reconsider Spread Pay Task Force Recommendations – Kristin Haltinner, Vice Chair Faculty Senate
- VI. Committee Reports (vote)
 - Proposed changes to the University Catalog
 - UCC 164 Biological Sciences Teaching Major – Sydney Beal, Academic Publications and Curriculum, Registrar's Office **Attach. #2**
 - UCC 245 History Teaching Major 33 credits – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #3**
 - UCC 218 English Teaching Major 34 credits – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #4**
 - UCC 263 Mathematics Teaching Major 36 credits – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #5**
 - UCC 322 Chemistry Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #6**
 - UCC 326 Earth Sciences Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #7**
 - UCC 335 Geography Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #8**
 - UCC 329 English Teaching Major 46 credits – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #9**
 - UCC 337 German Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #10**
 - UCC 339 History Teaching Major 45 credits – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #11**
 - UCC 342 Mathematics Teaching Major 51 credits – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #12**
 - UCC 345 Physics Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #13**
 - UCC 350 Spanish Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #14**

- UCC 347 Political Science Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #15**
- UCC 333 French Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #16**
- UCC 108 Academic Requirements for Graduate Admission concerning letters of recommendation – Stephanie Thomas, Assistant to the Dean, College of Graduate Studies **Attach. #17**
- UCC 266 Kinesiology and Leisure Sciences (MS) – Philip Scruggs, Department Chair, Movement Sciences **Attach. #18**
- Proposed changes to the Faculty Staff Handbook
 - FSH 3250 Flextime/Flexplace – Brandi Terwilliger, Director of Human Resources **Attach. #19**

VII. Announcements and Communications

- FY24 CEC Summary – Kim Salisbury, Associate Vice President, Budget and Planning, DFA Budget and Planning **Attach. #20**
- Preview of UoPHX Affiliation Survey Results – Kristin Haltinner, Vice Chair Faculty Senate
- R1 Update – Torrey Lawrence, Provost and Executive Vice President

VIII. New Business

Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #14 November 28, 2023
- **Attach. #2** UCC 164
- **Attach. #3** UCC 245
- **Attach. #4** UCC 218
- **Attach. #5** UCC 263
- **Attach. #6** UCC 322
- **Attach. #7** UCC 326
- **Attach. #8** UCC 335
- **Attach. #9** UCC 329
- **Attach. #10** UCC 337
- **Attach. #11** UCC 339
- **Attach. #12** UCC 342
- **Attach. #13** UCC 345
- **Attach. #14** UCC 350
- **Attach. #15** UCC 347
- **Attach. #16** UCC 333
- **Attach. #17** UCC 108
- **Attach. #18** UCC 266
- **Attach. #19** FSH 3250
- **Attach. #20** FY24 CEC Summary

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 14

Tuesday, November 28, 2023, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kirchmeier, Torrey Lawrence (w/o vote), Long, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals.

Absent: Kenyon (excused), Blevins, Reynolds, Rinker

Also present: Samantha Thompson-Franklin, proxy for Kenyon.

Guests/Speakers: Alistair Smith, Cari Fealy, Michael McCollough, Jerry McMurtry, Linda Campos

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #13, November 14, 2023, were approved as distributed.

Chair's Report:

- We'll have one more Faculty Senate meeting, December 5. Please attend.
- We are close to the end of the semester. It's been great working with you all! I have learned a lot during the past months, especially on the importance of keeping an open mind and encouraging a collaborative approach.
- Vice Provost for Academic Initiatives Gwen Gorzelsky is looking for a senator interested in participating in a working group with SBOE about admissions. The project involves discussing a possible direct admissions pact across [Western Interstate Commission for Higher Education](#) (WICHE) states, based on the [Smarter Balanced Assessment](#). If interested, please let Kristin or me know.

Provost's Report:

- 3MT (Three-Minute Thesis) competition. Tomorrow at 2:30pm, in the Vandal Ballroom.
- Next faculty gathering: Monday, December 4, 4:30pm to 6:30pm, at the Seed Potato Germplasm building, near Facilities. Hosted by CALS. RSVP: <https://forms.office.com/r/pvTQ8UBxYY>
- Winter Commencement is Saturday December 9. There will be two ceremonies, at 9:30am and at 2:00pm, at the ICCU Arena. Please encourage faculty to attend. <https://www.uidaho.edu/events/commencement/winter>
- The football team made it to the playoffs. The first game is Saturday at 7pm in the Kibbie Dome.

Committee Reports (vote):

- Proposed changes to the University Catalog
 - UCC 522 Marketing Analytics Undergraduate Academic Certificate – Michael McCollough
The Marketing Analytics certificate allows students to apply statistical tools to examine marketing decisions. Completion of the certificate will allow students to apply quantitative analytical skills to assess and solve marketing problems and provide strategic recommendations. We are eliminating the Marketing Analytics

Emphasis in the Marketing Degree and introducing a Marketing Analytics Certificate. Enrollments have not been strong in the degree emphasis, and we hope by converting to a certificate, we will make marketing analytics accessible to a larger number of students across campus.

Vote: 21/21 yes. Motion passes.

- UCC 526 Scientific Communication and Leadership Academic Certificate – Jerry McMurtry

The courses which make up the proposed certificate are already part of the Professional Science Masters (PSM) degree. By creating a certificate using the PSM organizational skills courses, non-thesis (primarily - but not exclusively) degrees can integrate some or all of the courses, and the student would earn both the degree and the certificate. In conversations with directors of graduate studies, department chairs, and deans, there is support for the certificate as a standalone program as well. All of the courses have capacity, and faculty/departments are eager to use the certificate to increase enrollment.

Vote: 22/22 yes. Motion passes.

- UCC 483 International Economics Academic Certificate – Stefanie Ramirez
Many business and social issues are the subject of International Economics, from export promotion to sustainable development. This certificate brings together economics courses already being taught at UI that form the basis of knowledge of International Economics. It will serve potential students from outside the university as well as those already at UI who seek to learn more about the subject. Initially, no added workload is anticipated as the courses are already being offered. With substantially high enrollment in the certificate, additional sections of the courses may be added.

Vote: 19/19 yes. Motion passes.

- UCC 523 Economics of Public Policy Undergraduate Academic Certificate – Stefanie Ramirez

A wide range of jobs are engaged with public policy in various ways, from jobs in businesses affected by regulations to the policy makers and their aides making the regulations. All parties need to be better informed about the economics of public policy. This certificate brings together Economics courses already being taught at UI that together form the basis of knowledge of public policy issues. It will serve potential students from outside the university as well as those already at UI who seek to learn more about public policy. Initially, no added workload is anticipated as the courses are already being offered. With substantially high enrollment in the certificate, additional sections of the courses may be added.

Vote: 21/21 yes. Motion passes.

- Proposed changes to the Faculty Staff Handbook
 - FSH 1565 Academic Ranks and Responsibilities – Alistair Smith
C-2 revised to clarify how advising is credited for evaluative purposes.

Discussion

There was a brief discussion on how to best clarify that research advisees can be graduate or undergraduate. Friendly amendment: Drop the first three words, “*The number of*” from the relevant sentence in the policy.

Vote: 23/23 yes. Motion passes.

- FSH 2300 Student Code of Conduct & FSH 2400 Disciplinary Process for Alleged Violations of Student Code of Conduct – Cari Fealy
Comprehensive review resulting in rewrite. FSH 2300 Student Code of Conduct and FSH 2400 University Disciplinary Process for Alleged Violations of Student Code of Conduct have been combined into one policy, FSH 2300 Student Code of Conduct and Resolution Process. This policy revision is accompanied by the proposed deletion of FSH 2400.
Vote (FSH 2300): 22/22 yes. Motion passes.
Vote (FSH 2400): 23/23 yes. Motion passes.

- FSH 4620 Academic Calendars – Torrey Lawrence, Lindsey
This revision delays all dates for Fall 2025, Spring 2026, and Summer 2026 by one week. Details are attached. The current dates for Academic Year 2025-26 align with WSU for Spring commencement on May 9, 2026. This will be a major challenge for the Moscow and Pullman communities as well as our families seeking housing and dining. UI’s calendar currently “flips” to a later start in AY 26-27; however, that change can take place during AY 25-26 to avoid concurrent spring commencements while still following the normal pattern of UI semesters. In addition, earlier starts creating a hardship for many UI students who are involved in agricultural harvest or firefighting. Delaying all AY 25-26 dates addresses these concerns. One additional impact is that the irregular 14-week summer (normally 13 weeks) will shift from Summer 2026 to Summer 2025. Provost Lawrence noted that the first page (p.96 of the packet, containing the 2014-2020 calendars), can be dropped.
Vote: 23/23 yes. Motion passes.

Other Voting Items:

- Spread Pay Task Force Recommendations – Kristin Haltinner
Vice Chair Haltinner summarized the current status. There are currently 122 faculty on the old spread pay system, and 361 on standard pay and wanting to switch, or 63% of all faculty on standard pay. There are currently 20 to 30 faculty earning maximum summer salary through grants. Since the last meeting, we learned that it is possible to delay the implementation of the new deferred pay by one year. Switching to a 38-week AY is not possible, and raising salaries by 2.5% to compensate for the hourly rate reduction for the calculation of summer salaries is also not an option. Motion to approve the (displayed) recommendations of the task force: Chapman/Long, followed by discussion.

With regard to the six-week pay gap, a senator said that, in some universities, they introduced interest-free loans for up to one month salary. Could this be an option for us? Linda Campos responded that state law forbids loaning state funds to employees. Instead, they came up with the option of setting aside a portion of the impacted faculty’s pay checks from January 2024 to draw from during the pay gap.

A senator inquired about the reasons why a 38-week AY is not possible. They reiterated that a 2.5% summer hourly rate pay reduction is a non-starter for many faculty. Having to take an arbitrary pay cut to fix the payroll system is unacceptable. Provost Lawrence responded that a 38-week AY presents the same challenges as a 40-week one. In addition, we would be eliminating one week from the contract period during which faculty actually work, namely, the start-up week prior to the first week of classes when faculty get ready for the semester. The semester ends on Friday of final exam week and the contract ends on that Saturday. Grades are due on Tuesday or Wednesday of the following week, and, therefore, faculty work about 39.5 weeks, only a few days short of 40 weeks, making the switch from 39 to 40 weeks reasonable. Work expectations for the contract period as defined in policy are unchanged. Moving to 38 weeks would create even more problems: faculty would not have access to Canvas or benefits until the first day of classes. Presently, we use both 19.5 and 20 pay periods, but we need to bring everyone to the same system. We are trying to offer deferred pay to anyone who wants it, in addition to the 122 faculty on spread pay. A 40-week AY (20 pay periods) can accomplish that and reflects the work we are actually doing. Linda Campos had some comments from the technical side of the payroll system: an hourly rate is required for the purpose of summer contracts, which requires manual adjustment because we cannot rely on Banner for an accurate calculation of hourly rates. This is why we need to align the systems. The Provost added that the 2.5% pay cut will impact those faculty who earn 13 weeks of summer salary. For others, the calculated hourly rate does not necessarily translate into a pay cut, it depends on how they are paid. For instance, if summer work is paid in a lump sum, the amount remains the same, as long as the summer period is less than 13 weeks. The senator had other thoughts, based on the assumption that faculty are not paid through the winter break. Actually, faculty are on payroll during the time between semesters.

Other senators reported that their constituents are very unhappy about the summer pay cut and would consider leaving the university for that reason. They support deferred pay, but cannot agree to a pay cut to make accounting simpler.

A senator did not understand why the number of pay periods we use has an impact on contracts. Provost Lawrence explained that the contract period would be 40 weeks, with the extra week taken from the summer period when faculty are already working (prior to the start of classes). However, per policy, our academic year contract obligations are determined by the academic calendar and would not change. The senator remained unclear on why adding a week to their contract without adding pay is not a pay cut. The Provost reiterated that the reason is that faculty are exempt and not paid by the hour. It is a pay cut for those on 13-week full summer contracts. The source of the limitation on how much we can be paid in the summer and the connection with the computed hourly rates is grants rules.

It became clear that, for the sake of moving forward, deferred pay and the 12-week summer issue must be seen as separate. Senate priority is to come up with a deferred pay system for all who are interested.

Question in the zoom chat: If someone teaches the first summer session, would they have an overlap in contracts? Or, would the summer schedule have to move back by a week? The Provost replied that there is overlap. It will be necessary to rethink the summer schedule and its pay schedule.

We have to get everyone on the same schedule, and people on standard pay are on a 19.5 pay period schedule, but deferred pay is calculated based on 20 pay “factors” spread over 26 pay periods. The financial system (Banner) in use by the University does not support, without manual “work-arounds”, 19.5 pays so standard pay must be changed to a 20-pay schedule. People currently on spread pay will be able to remain on it for another year.

Proposed amendment to the motion (Justwan/Barannyk): Delay the implementation of deferred pay by one year. Some additional discussion followed. Some senators argued that waiting one more year does not change anything, while others felt strongly that more time to prepare for the pay gap is crucial to their constituents. Those on standard pay wishing to switch stressed the urgency for about 400 faculty to have deferred pay. They were never offered any help to set money aside for the summer. The provost noted that the current offer to help faculty set money aside in anticipation of the pay gap is feasible because it involves one tax year. On the other hand, financial tools are available. One can solution currently available in Vandalweb is to have their paychecks deposited in two different accounts, one of which would be used to cover the summer. This tool should be widely publicized.

Vote on the amendment: 3/19 yes; 16/19 no. Motion fails.

Back to the original motion – approve the task force recommendations for deferred pay effective in AY 2024-25.

Vote: 11/18 yes; 7/18 no. Motion passes.

There was a general consensus that a better solution should be found to the problem of summer salaries and the 20 pay factors.

New Business:

There was none.

Chair Gauthier had two questions from constituents for Provost Lawrence:

If someone works at the U of I and under the “umbrella” for both universities, how do they get compensated?

Provost Lawrence replied that there is no structure or umbrella for the two universities. U of I will continue as usual under the Regents, and UOPX under the Four Three Education and their board. Nothing like a joint employee is contemplated at this time.

What’s the correct cost of the UOPX purchase? Is it about \$500M or closer to \$600M?

Linda Campos replied that \$680M is the estimated amount of bonds to be issued in order to finance the purchase.

A senator argued that, with the R1 rank getting closer, we should start comparing our salaries with those of a different group of peer institutions. Provost Lawrence replied that our current faculty market rates are based on both R1 and R2 peer salaries. Those lists could change when the new Carnegie system is implemented. We could look at our market-based salary system and consider just R1 peers. Ultimately, funding available for CEC is determined by the legislators. Chair Gauthier suggested to look at other forms of revenue streams, potentially generated by the UOPX transaction.

Adjournment:

The agenda being completed, Chair Gauthier adjourned the meeting at 4:55pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

164: BIOLOGICAL SCIENCES TEACHING MAJOR

In Workflow

1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
6. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 14 Nov 2023 22:51:48 GMT
Sydney Beal (sbeal): Approved for Registrar's Office
2. Wed, 15 Nov 2023 19:07:36 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
3. Tue, 28 Nov 2023 18:24:21 GMT
Sydney Beal (sbeal): Approved for UCC

Program Inactivation Proposal

Date Submitted: Tue, 14 Nov 2023 22:49:36 GMT

Viewing: 164 : Biological Sciences Teaching Major

Last edit: Tue, 14 Nov 2023 23:00:05 GMT

Changes proposed by: Sydney Beal

Final Catalog

2023-2024

Rationale for Inactivation

Proposal was initially submitted incorrectly as an edit. This discontinuation form remedies that error. See attached documentation for the prior proposal, including the rationale, faculty contact, and formerly completed approval path.

Attach State Form

164_ Biological Sciences Teaching Major.pdf

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2023-2024

Program Title

Biological Sciences Teaching Major

CIP Code

13.1322 - Biology Teacher Education.

Curriculum:

Note: MATH 143 is a prerequisite to required physics courses. To graduate in this program, students must earn a minimum grade of C in BIOL 114 and BIOL 115 and must have a minimum gpa of 2.40 in BIOL 114, BIOL 115, BIOL 213, BIOL 310, and BIOL 312.

A. 45-Credit Composite Teaching Major

| Code | Title | Hours |
|--|---|--------------|
| Special Methods Sequence: | | |
| EDCI 433 | Secondary Science Methods | 3 |
| EDCI 443 | Secondary Science Methods Practicum | 1 |
| BIOL 114 | Organisms and Environments | 4 |
| BIOL 115 & 115L | Cells and the Evolution of Life and Cells and the Evolution of Life Laboratory | 4 |
| BIOL 213 | Structure and Function Across the Tree of Life | 4 |
| BIOL 310 & BIOL 315 | Genetics and Genetics Lab | 4 |
| BIOL 312 | Molecular and Cellular Biology | 3 |
| BIOL 313 | Molecular and Cellular Laboratory | 1 |
| BIOL 314 | Ecology and Population Biology | 4 |
| BIOL 421 | Advanced Evolution | 3 |
| CHEM 101 or CHEM 111 | Introduction to Chemistry General Chemistry I | 3 |
| CHEM 101L or CHEM 111L | Introduction to Chemistry Laboratory General Chemistry I Laboratory | 1 |
| CHEM 275 or CHEM 277 | Carbon Compounds Organic Chemistry I | 3 |
| PHYS 111 & 111L | General Physics I and General Physics I Lab | 4 |
| PHYS 112 & 112L | General Physics II and General Physics II Lab | 4 |
| Select 3-4 credits of electives ¹ | | 3-4 |
| Total Hours | | 49-50 |

1

See list of electives for the Biology major (<https://catalog.uidaho.edu/colleges-related-units/science/biological-science/>) in the Department of Biological Sciences (<https://catalog.uidaho.edu/colleges-related-units/science/biological-science/>).

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene
Moscow

Key: 164

245: HISTORY TEACHING MAJOR 33 CREDITS

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:04:40 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:26:51 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 15:55:33 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 19:55:08 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:00:19 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:36:12 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 21:40:33 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:08:21 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:24:25 GMT
Sydney Beal (sbeal): Approved for UCC

Date Submitted: Thu, 08 Jun 2023 22:19:42 GMT

Viewing: 245 : History Teaching Major 33 credits

Last edit: Tue, 14 Nov 2023 23:05:31 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue a teaching endorsement (teaching major/teaching minor)

Description of Change

Removal of 33-credit History teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

History Teaching Major 33 credits

Program Credits

0

CIP Code

13.1328 - History Teacher Education.

Curriculum:**B. 33-Credit History Teaching Major**

| Code | Title | Hours |
|--|--|-----------|
| HIST 101 | World History I | 3 |
| HIST 102 | World History II | 3 |
| HIST 111 | United States History I | 3 |
| HIST 112 | United States History II | 3 |
| HIST 290 | The Historian's Craft | 3 |
| Upper-Division History Courses² | | |
| Select 3 credits of Non-Regional U.S. History courses | | 3 |
| Select 3 credits of Latin American History courses | | 3 |
| Select 3 credits of Asian or African History courses | | 3 |
| Select 3 credits of Pre-1750 History from Any Region courses | | 3 |
| Select 3 credits of Modern European History courses | | 3 |
| <i>In addition, the following special methods sequence is also required:</i> | | |
| EDCI 432 | Secondary Social Studies Methods | 3 |
| EDCI 442 | Secondary Social Studies Methods Practicum | 1 |
| Total Hours | | 34 |

2

Approved Upper Division History Electives to total 33 credits in the teaching major. *Note: A single course may satisfy more than one of the upper-division requirements.*

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Coeur d'Alene
Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the History Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:05:31 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 245

218: ENGLISH TEACHING MAJOR 34 CREDITS

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitche@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:04:38 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:26:45 GMT
Allen Kitchel (akitche): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 15:55:27 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 19:54:41 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:00:08 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:35:12 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 21:39:04 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:08:01 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:24:23 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Apr 19, 2022 by David Barnes (dabarnes)

Date Submitted: Thu, 08 Jun 2023 22:12:19 GMT

Viewing: 218 : English Teaching Major 34 credits

Last approved: Tue, 19 Apr 2022 17:17:55 GMT

Last edit: Tue, 14 Nov 2023 23:04:25 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue a teaching endorsement (teaching major/teaching minor)

Description of Change

Removal of 34-credit English teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

English Teaching Major 34 credits

Program Credits

0

CIP Code

13.1305 - English/Language Arts Teacher Education.

Curriculum:**B. 34-Credit English Teaching Major**

| Code | Title | Hours |
|---|---|-----------|
| ENGL 175 | Literature and Ideas | 3 |
| or ENGL 215 | Introduction to English Studies | |
| ENGL 201 | English Grammar: Key Concepts and Terms | 1 |
| ENGL 241 | Introduction to the Study of Language | 3 |
| ENGL 267 | Survey of British Literature I | 3 |
| or ENGL 278 | Survey of American Literature II | |
| ENGL 277 | Survey of American Literature I | 3 |
| ENGL 278 | Survey of American Literature II | 3 |
| ENGL 309 | Rhetorical Style | 3 |
| ENGL 345 | Shakespeare | 3 |
| ENGL 401 | Writing Workshop for Teachers | 3 |
| ENGL/EDCI 445 | Young Adult Literature (or one 400-level English Literature course) | 3 |
| Select one literature course focusing on multicultural literature: | | 3 |
| ENGL 380 | U.S. Ethnic Literature | |
| ENGL 481 | Women's Literature | |
| ENGL 482 | Major Authors | |
| ENGL 383 | (s) African American Literature | |
| ENGL 384 | Native American and Indigenous Literature | |
| or ENGL 385 | (s) World Literature | |
| In addition, the following special methods sequence is also required: | | |
| EDCI 431 | Secondary English Methods | 3 |
| EDCI 441 | Secondary English Practicum | 1 |
| Total Hours | | 35 |

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene
Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the 34-credit English Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:04:25 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 218

263: MATHEMATICS TEACHING MAJOR 36 CREDITS

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:04:45 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Thu, 05 Oct 2023 19:16:58 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Fri, 06 Oct 2023 03:35:19 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Sat, 07 Oct 2023 01:33:31 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:00:32 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:38:09 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 21:41:42 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:08:46 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:24:31 GMT
Sydney Beal (sbeal): Approved for UCC

Date Submitted: Thu, 08 Jun 2023 22:21:30 GMT

Viewing: 263 : Mathematics Teaching Major 36 credits

Last edit: Tue, 14 Nov 2023 23:05:53 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@UIdaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of 36-credit math teaching major

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

Mathematics Teaching Major 36 credits

Program Credits

0

CIP Code

13.1311 - Mathematics Teacher Education.

Curriculum:**B. 36-37-Credit Mathematics Teaching Major**

| Code | Title | Hours |
|---|---|--------------|
| MATH 170 | Calculus I | 4 |
| MATH 175 | Calculus II | 4 |
| MATH 176 | Discrete Mathematics | 3 |
| MATH 215 | Proof via Number Theory | 3 |
| MATH 330 | Linear Algebra | 3 |
| MATH 427 | Transformational Geometry | 3 |
| MTHE 409 | Algebraic and Functional Reasoning | 3 |
| MATH 390 | Axiomatic Geometry | 3 |
| or MATH 391 | Modern Geometry | |
| MATH 461 | Abstract Algebra I | 3 |
| or MATH 471 | Introduction to Analysis I | |
| Select one of the following: | | 3-4 |
| STAT 251 | Statistical Methods | |
| STAT 301 | Probability and Statistics | |
| MATH 451 | Probability Theory | |
| In addition, the following special methods sequence is also required: | | |
| EDCI 434 | Secondary Mathematics Methods | 3 |
| EDCI 454 | Secondary Mathematics Methods Practicum | 1 |
| Total Hours | | 36-37 |

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Coeur d'Alene
Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the 33-credit Math Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:05:53 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 263

322: CHEMISTRY TEACHING MAJOR

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitche@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:04:46 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:27:00 GMT
Allen Kitchel (akitche): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 15:55:38 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 19:55:45 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:01:57 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:38:22 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 21:43:13 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:09:13 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:24:41 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Mar 24, 2022 by David Barnes (dabarnes)

Date Submitted: Thu, 08 Jun 2023 22:07:38 GMT

Viewing: 322 : Chemistry Teaching Major

Last approved: Thu, 24 Mar 2022 16:08:04 GMT

Last edit: Tue, 14 Nov 2023 23:06:38 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@UIdaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of Chemistry teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

Chemistry Teaching Major

Program Credits

0

CIP Code

13.1323 - Chemistry Teacher Education.

Curriculum:*Note: See the physics and mathematics prerequisites for the chemistry courses listed below.***A. 45-Credit Chemistry Teaching Major**

| Code | Title | Hours |
|--|---|--------------|
| BIOL 114 | Organisms and Environments | 4 |
| CHEM 111 | General Chemistry I | 3 |
| CHEM 111L | General Chemistry I Laboratory | 1 |
| CHEM 112 | General Chemistry II | 4 |
| CHEM 112L | General Chemistry II Laboratory | 1 |
| CHEM 253 | Quantitative Analysis | 3 |
| CHEM 254 | Quantitative Analysis: Lab | 2 |
| CHEM 302 | Principles of Physical Chemistry | 3 |
| CHEM 303 | Principles of Physical Chemistry Lab | 1 |
| MATH 170 | Calculus I | 4 |
| PHYS 111 | General Physics I | 3 |
| PHYS 111L | General Physics I Lab | 1 |
| PHYS 112 | General Physics II | 3 |
| PHYS 112L | General Physics II Lab | 1 |
| Select one Chemistry Elective | | 3 |
| Select one of the following groups: | | 8-10 |
| Group A: | | |
| BIOL 380 & BIOL 382 | Biochemistry I and Biochemistry I Laboratory | |
| CHEM 275 & CHEM 276 | Carbon Compounds and Carbon Compounds Lab | |
| Group B: | | |
| CHEM 277 & CHEM 278 | Organic Chemistry I and Organic Chemistry I: Lab | |
| CHEM 372 & CHEM 374 | Organic Chemistry II and Organic Chemistry II: Lab | |
| In addition to the above, the following special methods sequence is also required: | | |
| EDCI 433 | Secondary Science Methods | 3 |
| EDCI 443 | Secondary Science Methods Practicum | 1 |
| Total Hours | | 49-51 |

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene
Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the Chemistry Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:06:38 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 322

326: EARTH SCIENCE TEACHING MAJOR

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitche@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:04:48 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:27:05 GMT
Allen Kitchel (akitche): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 15:55:46 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 19:56:31 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:02:03 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:38:32 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 21:44:39 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:09:37 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:24:58 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Apr 19, 2022 by David Barnes (dabarnes)

Date Submitted: Thu, 08 Jun 2023 22:09:07 GMT

Viewing: 326 : Earth Science Teaching Major

Last approved: Tue, 19 Apr 2022 17:13:37 GMT

Last edit: Tue, 14 Nov 2023 23:06:49 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of Earth Science Teaching Major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

Earth Science Teaching Major

Program Credits

0

CIP Code

13.1316 - Science Teacher Education/General Science Teacher Education.

Curriculum:

Due to extensive course overlap, earth science majors may NOT select geology as a teaching minor.

45-Earth Science Teaching Major

Completion of the Earth Science Teaching Major involves completion of the following required courses and three or more advisor-approved elective courses to total 45 credits.

| Code | Title | Hours |
|---|---|-------|
| CHEM 111 | General Chemistry I | 3 |
| CHEM 111L | General Chemistry I Laboratory | 1 |
| GEOG 301 | Meteorology | 3 |
| GEOG 313 | Global Climate Change | 3 |
| GEOL 102 | Historical Geology | 3 |
| GEOL 102L | Historical Geology Lab | 1 |
| GEOL 309 | Ground Water Hydrology | 3 |
| GEOL 324 | Principles of Stratigraphy and Sedimentation | 4 |
| GEOL 335 | Geomorphology | 3 |
| PHYS 103 | General Astronomy | 3 |
| PHYS 104 | Astronomy Lab | 1 |
| PHYS 111 | General Physics I | 3 |
| PHYS 111L | General Physics I Lab | 1 |
| Select one of the following: | | 4 |
| GEOL 101 & 101L | Physical Geology and Physical Geology Lab | |
| GEOL 111 & 111L | Physical Geology for Science Majors and Physical Geology for Science Majors Lab | |
| Select 9 credits of Advisor Approved Science electives: | | 9 |
| GEOL 212 | Dinosaurs and Prehistoric Life | |
| GEOL 249 | Mineralogy and Optical Mineralogy | |
| GEOL 326 | Igneous and Metamorphic Petrology | |
| GEOL 344 | Earthquakes | |
| GEOL 345 | Structural Geology | |
| GEOL 361 | Geology and the Environment | |
| GEOL 410 | Groundwater Field Methods | |
| GEOL 423 | Principles of Geochemistry | |

Total Hours**45**

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene
Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the Earth Science Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:06:49 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 326

335: GEOGRAPHY TEACHING MAJOR

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:05:00 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:30:31 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 16:16:11 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 19:53:43 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:02:44 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:39:01 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 22:05:57 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:10:44 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:08 GMT
Sydney Beal (sbeal): Approved for UCC

Date Submitted: Thu, 08 Jun 2023 22:14:20 GMT

Viewing: 335 : Geography Teaching Major

Last edit: Tue, 14 Nov 2023 23:09:20 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of Geography teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

Geography Teaching Major

Program Credits

0

CIP Code

13.1332 - Geography Teacher Education.

Curriculum:**A. 28-Credit Geography Teaching Major**

| Code | Title | Hours |
|---|--|-----------|
| GEOG 100 | Introduction to Planet Earth | 3 |
| GEOG 100L | Introduction to Planet Earth Lab | 1 |
| GEOG 165 | Human Geography | 3 |
| GEOG 200 | World Cultures and Globalization | 3 |
| GEOG 385 | Foundations of GIS | 3 |
| Select five courses from the following: | | 15 |
| GEOG 330 | Urban Geography | |
| GEOG 345 | Global Economic Geography | |
| GEOG 360 | Population Dynamics and Distribution (Max 4 credits) | |
| GEOG 365 | Geopolitics and Conflict | |
| GEOG 390 | Cartographic Design & Geovisualization | |
| GEOG 401 | Climatology | |
| Total Hours | | 28 |

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Coeur d'Alene
Moscow

Student Learning Outcomes**Have learning outcomes changed?**

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the Geography Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:09:20 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 335

329: ENGLISH TEACHING MAJOR 46 CREDITS

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitche@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:04:50 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:27:37 GMT
Allen Kitchel (akitche): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 15:59:59 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 19:59:15 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:02:10 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:38:42 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 21:46:02 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:09:56 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:02 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Apr 19, 2022 by David Barnes (dabarnes)

Date Submitted: Thu, 08 Jun 2023 22:10:29 GMT

Viewing: 329 : English Teaching Major 46 credits

Last approved: Tue, 19 Apr 2022 17:17:28 GMT

Last edit: Tue, 14 Nov 2023 23:07:49 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of 46 credit English teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

English Teaching Major 46 credits

Program Credits

0

CIP Code

13.1305 - English/Language Arts Teacher Education.

Curriculum:**A. 46-Credit English Teaching Major**

| Code | Title | Hours |
|--|---|--------------|
| ENGL 175 | Literature and Ideas | 3 |
| or ENGL 215 | Introduction to English Studies | |
| ENGL 201 | English Grammar: Key Concepts and Terms | 1 |
| ENGL 241 | Introduction to the Study of Language | 3 |
| ENGL 309 | Rhetorical Style | 3 |
| ENGL 267 | Survey of British Literature I | 3 |
| or ENGL 268 | Survey of British Literature II | |
| ENGL 277 | Survey of American Literature I | 3 |
| ENGL 278 | Survey of American Literature II | 3 |
| ENGL 345 | Shakespeare | 3 |
| ENGL 401 | Writing Workshop for Teachers | 3 |
| ENGL/EDCI 445 | Young Adult Literature (or one 400-Level English Literature Course) | 3 |
| ENGL 496 | History of the English Language | 3 |
| Select two 400-level English area courses | | 6 |
| Select one of the following: | | 3 |
| ENGL 208 | Personal & Exploratory Writing | |
| ENGL 291 | Beginning Poetry Writing | |
| ENGL 292 | Beginning Fiction Writing | |
| ENGL 293 | Beginning Nonfiction Writing | |
| Select one literature course focusing on multicultural literature: | | 3 |
| ENGL 380 | U.S. Ethnic Literature | |
| ENGL 481 | Women's Literature | |
| ENGL 482 | Major Authors | |
| ENGL 383 | (s) African American Literature | |
| ENGL 384 | Native American and Indigenous Literature | |
| ENGL 385 | (s) World Literature | |
| In addition, the following special methods sequence is also required | | |
| EDCI 431 | Secondary English Methods | 3 |
| EDCI 441 | Secondary English Practicum | 1 |

Total Hours**47**

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the 46-credit English Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:07:49 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 329

337: GERMAN TEACHING MAJOR

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitche@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:05:02 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:30:35 GMT
Allen Kitchel (akitche): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 16:16:13 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 20:00:48 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:02:50 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:39:10 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 22:07:50 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:11:02 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:11 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Jul 7, 2021 by Amy Kingston (amykingston)

Date Submitted: Thu, 08 Jun 2023 22:16:32 GMT

Viewing: 337 : German Teaching Major

Last approved: Wed, 07 Jul 2021 21:35:25 GMT

Last edit: Tue, 14 Nov 2023 23:09:32 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of German teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

German Teaching Major

Program Credits

45

CIP Code

13.1326 - German Language Teacher Education.

Curriculum:

Basic language courses taken in high school or elsewhere may be evaluated for college equivalences as part of this teaching major and minor. Consult the Department of Modern Languages & Cultures (<https://catalog.uidaho.edu/colleges-related-units/letters-arts-social-sciences/global-studies/>) for policies on earning credit for vertically-related courses.

A. 45-Credit German Teaching Major

| Code | Title | Hours |
|--|--|-----------|
| ENGL 241 | Introduction to the Study of Language | 3 |
| FLEN 324 | Topics in German Literature in Translation | 3 |
| GERM 101 | Elementary German I | 4 |
| GERM 102 | Elementary German II | 4 |
| GERM 201 | Intermediate German I | 4 |
| GERM 202 | Intermediate German II | 4 |
| GERM 301 | German Reading and Writing | 3 |
| GERM 302 | German Listening and Speaking | 3 |
| Select approved Upper Division German Electives ¹ | | 17 |
| Total Hours | | 45 |

| Code | Title | Hours |
|--|--|-------|
| In addition, the following special methods sequence is required for the Secondary Education major: | | |
| EDCI 447 | Second Language Teaching Methods Practicum | 1 |
| EDCI 449/549 | Second Language Teaching Methods | 3 |

1

German electives should include at least one 400-level course, to total 45 credits in the teaching major.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the German Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:09:32 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 337

339: HISTORY TEACHING MAJOR 45 CREDITS

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:05:04 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:30:39 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 16:16:16 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 20:02:11 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:03:09 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:39:18 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 22:09:24 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:11:20 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:14 GMT
Sydney Beal (sbeal): Approved for UCC

Date Submitted: Thu, 08 Jun 2023 22:18:35 GMT

Viewing: 339 : History Teaching Major 45 credits

Last edit: Tue, 14 Nov 2023 23:09:45 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of 45-credit History teaching major

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

History Teaching Major 45 credits

Program Credits

0

CIP Code

13.1328 - History Teacher Education.

Curriculum:**A. 45-Credit History Teaching Major**

| Code | Title | Hours |
|--|--|-----------|
| HIST 101 | World History I | 3 |
| HIST 102 | World History II | 3 |
| HIST 111 | United States History I | 3 |
| HIST 112 | United States History II | 3 |
| HIST 290 | The Historian's Craft | 3 |
| Upper-Division History Courses | | |
| Select 3 credits of Non-Regional U.S. History courses | | 3 |
| Select 3 credits of Latin American History courses | | 3 |
| Select 3 credits of Asian or African History courses | | 3 |
| Select 3 credits of Pre-1750 History from Any Region courses | | 3 |
| Select 3 credits of American Non-European Ethnic History courses | | 3 |
| Select 3 credits of Modern European History courses | | 3 |
| Additional Upper-Division History Courses ¹ | | 9 |
| <i>In addition, the following special methods sequence is also required:</i> | | |
| EDCI 432 | Secondary Social Studies Methods | 3 |
| EDCI 442 | Secondary Social Studies Methods Practicum | 1 |
| Total Hours | | 46 |

1

Approved Upper Division History Electives to total 45 credits in the teaching major. *Note: A single course may satisfy more than one of the upper-division requirements.*

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the History Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:09:45 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 339

342: MATHEMATICS TEACHING MAJOR 51 CREDITS

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitche@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:05:06 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:37:58 GMT
Allen Kitchel (akitche): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 16:16:04 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 20:02:56 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:03:15 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:39:28 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 22:10:46 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:11:41 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:19 GMT
Sydney Beal (sbeal): Approved for UCC

Date Submitted: Thu, 08 Jun 2023 22:22:27 GMT

Viewing: 342 : Mathematics Teaching Major 51 credits

Last edit: Tue, 14 Nov 2023 23:09:57 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of 51-credit math teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

Mathematics Teaching Major 51 credits

Program Credits

0

CIP Code

13.1311 - Mathematics Teacher Education.

Curriculum:

MATH 143 and MATH 144 may be necessary prerequisites for students with weak backgrounds.

A. 51-52-Credit Mathematics Teaching Major

| Code | Title | Hours |
|---|--|--------------|
| CS 112 | Computational Thinking and Problem Solving | 3 |
| MATH 170 | Calculus I | 4 |
| MATH 175 | Calculus II | 4 |
| MATH 176 | Discrete Mathematics | 3 |
| MATH 215 | Proof via Number Theory | 3 |
| MATH 275 | Calculus III | 3 |
| MATH 330 | Linear Algebra | 3 |
| MATH 388 | History of Mathematics | 3 |
| MATH 427 | Transformational Geometry | 3 |
| MTHE 409 | Algebraic and Functional Reasoning | 3 |
| MATH 461 | Abstract Algebra I | 3 |
| MATH 471 | Introduction to Analysis I | 3 |
| MATH 390 | Axiomatic Geometry | 3 |
| or MATH 391 | Modern Geometry | |
| Select one of the following: | | 3-4 |
| STAT 251 | Statistical Methods | |
| STAT 301 | Probability and Statistics | |
| MATH/STAT 451 | Probability Theory | |
| Select one of the following: | | 3 |
| MATH 430 | Advanced Linear Algebra | |
| MATH 452 | Mathematical Statistics | |
| MATH 453 | Stochastic Models | |
| MATH 462 | Abstract Algebra II | |
| MATH 472 | Introduction to Analysis II | |
| MATH 476 | Combinatorics | |
| In addition, the following special methods sequence is also required: | | |
| EDCI 434 | Secondary Mathematics Methods | 3 |
| EDCI 454 | Secondary Mathematics Methods Practicum | 1 |
| Total Hours | | 51-52 |

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the 51-credit Math Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:09:57 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 342

345: PHYSICS TEACHING MAJOR

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:05:08 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:31:04 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 16:16:20 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 20:04:04 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:03:20 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:39:40 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 22:12:12 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:12:17 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:23 GMT
Sydney Beal (sbeal): Approved for UCC

Date Submitted: Thu, 08 Jun 2023 22:23:47 GMT

Viewing: 345 : Physics Teaching Major

Last edit: Tue, 14 Nov 2023 23:10:21 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of Physics teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

Physics Teaching Major

Program Credits

0

CIP Code

13.1329 - Physics Teacher Education.

Curriculum:**A. 45-Credit Physics Teaching Major**

| Code | Title | Hours |
|--|---|--------------|
| BIOL 114 | Organisms and Environments | 4 |
| MATH 170 | Calculus I | 4 |
| MATH 175 | Calculus II | 4 |
| MATH 275 | Calculus III | 3 |
| PHYS 103 | General Astronomy | 3 |
| PHYS 211 | Engineering Physics I | 3 |
| PHYS 211L | Laboratory Physics I | 1 |
| PHYS 212 | Engineering Physics II | 3 |
| PHYS 212L | Laboratory Physics II | 1 |
| PHYS 213 | Engineering Physics III | 3 |
| PHYS 305 | Modern Physics | 3 |
| PHYS 411 | Advanced Physics Lab | 4 |
| Select one of the following: | | 4 |
| CHEM 101 & 101L | Introduction to Chemistry and Introduction to Chemistry Laboratory | |
| CHEM 111 & 111L | General Chemistry I and General Chemistry I Laboratory | |
| Select approved upper division Physics electives to total 45 credits in the teaching major | | 5 |
| In addition, the following special methods sequence is also required: | | |
| EDCI 433 | Secondary Science Methods | 3 |
| EDCI 443 | Secondary Science Methods Practicum | 1 |
| Total Hours | | 49 |

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene
Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the Physics Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:10:21 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 345

350: SPANISH TEACHING MAJOR

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitche@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:05:11 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:32:28 GMT
Allen Kitchel (akitche): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 16:16:36 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 20:06:18 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:03:59 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:40:16 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 22:14:33 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:12:55 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:29 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Jul 7, 2021 by Amy Kingston (amykingston)

Date Submitted: Thu, 08 Jun 2023 22:30:57 GMT

Viewing: 350 : Spanish Teaching Major

Last approved: Wed, 07 Jul 2021 21:35:46 GMT

Last edit: Tue, 14 Nov 2023 23:12:31 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of Spanish teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

Spanish Teaching Major

Program Credits

45

CIP Code

13.1330 - Spanish Language Teacher Education.

Curriculum:

Basic language courses taken in high school or elsewhere may be evaluated for college equivalencies as part of this teaching major and minor. Consult the Department of Modern Languages & Cultures (<https://catalog.uidaho.edu/colleges-related-units/letters-arts-social-sciences/global-studies/>) for policies on credit for vertically-related courses.

A. 45-Credit Spanish Teaching Major

| Code | Title | Hours |
|---|---|-----------|
| SPAN 101 | Elementary Spanish I | 4 |
| SPAN 102 | Elementary Spanish II | 4 |
| SPAN 201 | Intermediate Spanish I | 4 |
| SPAN 202 | Intermediate Spanish II | 4 |
| SPAN 301 | Advanced Grammar | 3 |
| SPAN 302 | Advanced Composition | 3 |
| SPAN 305 | Culture and Institutions of Spain | 3 |
| SPAN 306 | Culture and Institutions of Latin America | 3 |
| Select 17 credits of Upper-division Spanish language courses ¹ | | 17 |
| Total Hours | | 45 |

| Code | Title | Hours |
|--|--|-------|
| In addition, the following special methods sequence is required for the Secondary Education major: | | |
| EDCI 447 | Second Language Teaching Methods Practicum | 1 |
| EDCI 449/549 | Second Language Teaching Methods | 3 |

1

9 credits must be at 400 level to total 45 credits in the teaching major. A maximum of 3 credits in FLEN 391 Hispanic Film or FLEN 394 Latin American Literature in Translation may be counted toward a teaching major in Spanish.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the Spanish Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:12:31 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 350

347: POLITICAL SCIENCE TEACHING MAJOR

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitche@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:05:10 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:32:16 GMT
Allen Kitchel (akitche): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 16:16:23 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 20:04:47 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:03:54 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:39:48 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 22:13:04 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:12:38 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:26 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Feb 24, 2022 by David Barnes (dabarnes)
2. Apr 5, 2023 by Sydney Beal (sbeal)

Date Submitted: Thu, 08 Jun 2023 22:24:48 GMT

Viewing: 347 : Political Science Teaching Major

Last approved: Wed, 05 Apr 2023 17:49:29 GMT

Last edit: Tue, 14 Nov 2023 23:12:21 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of Political Science teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

Political Science Teaching Major

Program Credits

0

CIP Code

13.1317 - Social Science Teacher Education.

Curriculum:**A. 30-Credit Political Science Teaching Major**

A minimum of 30 credits in political science courses is required with an additional 6 credits in US history necessary for certification. Courses listed in more than one field may be counted in only one of those fields. Substitutions in specific courses may be made with the consent of the advisor.

| Code | Title | Hours |
|---|---|--------------|
| POLS 101 | American National Government | 3 |
| Select 6 credits of U.S. History electives | | 6 |
| Select 9-12 credits from the following: | | 9-12 |
| POLS 437 | American Presidency | |
| Select at least 3 credits of Comparative Government and Politics courses from the following: | | 3 |
| POLS 381 | European Politics | |
| POLS 480 | Politics of Development | |
| POLS 487 | Political Violence and Revolution | |
| Select at least 3 credits of International Relations courses from the following: | | 3 |
| POLS 237 | Introduction to International Politics | |
| POLS 440 | International Organizations and International Law | |
| POLS 449 | World Politics and War | |
| Select at least 3 credits of Public Administration and Public Law courses from the following: | | 3 |
| POLS 451 | Public Administration | |
| POLS 467 | Constitutional Law | |
| POLS 468 | Civil Liberties | |
| Select at least 3 credits of Political Thought courses from the following: | | 3 |
| PHIL 427 | History of Political Philosophy II | |
| POLS 428 | American Political Thought | |
| In addition, the following special methods sequence is also required: | | |
| EDCI 432 | Secondary Social Studies Methods | 3 |
| EDCI 442 | Secondary Social Studies Methods Practicum | 1 |
| Total Hours | | 34-37 |

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the Political Science Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:12:21 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 347

333: FRENCH TEACHING MAJOR

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. TECC (tcraney@uidaho.edu)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
13. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:04:57 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:28:20 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 16:16:07 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 20:00:02 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:02:16 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:38:50 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 21:59:12 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:10:17 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:05 GMT
Sydney Beal (sbeal): Approved for UCC
10. Tue, 28 Nov 2023 18:28:41 GMT
Taylor Raney (tcraney): Approved for TECC

History

1. Jul 7, 2021 by Amy Kingston (amykingston)

Date Submitted: Thu, 08 Jun 2023 22:13:16 GMT

Viewing: 333 : French Teaching Major

Last approved: Wed, 07 Jul 2021 21:35:09 GMT

Last edit: Tue, 14 Nov 2023 23:08:50 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of French teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

French Teaching Major

Program Credits

45

CIP Code

13.1325 - French Language Teacher Education.

Curriculum:

Basic language courses taken in high school or elsewhere may be evaluated for college equivalencies as part of this teaching major and minor. Consult the Department of Modern Languages & Cultures (<https://catalog.uidaho.edu/colleges-related-units/letters-arts-social-sciences/global-studies/>) for policies on earning credit for vertically-related courses.

A. 45-Credit French Teaching Major

| Code | Title | Hours |
|--|---|-------|
| FREN 101 | Elementary French I | 4 |
| FREN 102 | Elementary French II | 4 |
| FREN 201 | Intermediate French I | 4 |
| FREN 202 | Intermediate French II | 4 |
| FREN 301 | Advanced French Grammar | 3 |
| FREN 302 | Advanced French Writing Skills | 3 |
| FREN 304 | Connecting French Language and Culture | 3 |
| FREN 408 | French and Francophone Culture and Institutions | 3 |
| FREN 449 | Practicum in Tutoring | 1 |
| Select electives from the following: | | 7-10 |
| ENGL 241 | Introduction to the Study of Language | |
| FLEN 243 | English Word Origins | |
| Approved Upper-Division Course in Literature | | |
| Approved Upper-Division French Electives | | |
| Approved upper division French Electives to total 45 credits | | 9 |

Total Hours**45-48**

| Code | Title | Hours |
|--|--|-------|
| In addition, the following special methods sequence is required for the Secondary Education Major. | | |
| EDCI 447 | Second Language Teaching Methods Practicum | 1 |
| EDCI 449/549 | Second Language Teaching Methods | 3 |

Approved upper division French electives to total 45 credits in the teaching major.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Moscow

Student Learning Outcomes**Have learning outcomes changed?**

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the French Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:08:50 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 333

108: ACADEMIC REQUIREMENTS FOR GRADUATE ADMISSION CONCERNING LETTERS OF RECOMMENDATION

In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
3. SEM Review (dkahler@uidaho.edu)
4. Ready for UCC (disable)
5. UCC (none)
6. Post-UCC Registrar (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
8. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
9. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 17 Oct 2023 19:40:07 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Wed, 25 Oct 2023 16:51:06 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
3. Mon, 13 Nov 2023 17:13:32 GMT
Sydney Beal (sbeal): Approved for SEM Review
4. Wed, 15 Nov 2023 19:15:24 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
5. Tue, 28 Nov 2023 20:17:50 GMT
Sydney Beal (sbeal): Approved for UCC
6. Fri, 01 Dec 2023 22:29:00 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Fri, 06 Oct 2023 21:30:43 GMT

Viewing: Academic Requirements for Graduate Admission concerning letters of recommendation

Last edit: Fri, 06 Oct 2023 21:30:42 GMT

Changes proposed by: Stephanie Thomas

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|---------------|
| Stephanie | Thomas |

Request Type

Other

Effective Catalog Year

2024-2025

Title

Academic Requirements for Graduate Admission concerning letters of recommendation

Request Details

Graduate Council voted on April 19, 2023 to remove the mandatory three letters of recommendation as part of the application and allow the programs to decide how many and what type/format of reference they would like to evaluate their prospective students. They are no longer bound by the static written letters. The minutes from Grad Councils vote and the marked up changes are attached for reference.

The sections in the catalog should read as follows:

Academic Requirements for Graduate Admission

Students who satisfy all criteria listed below will be considered for graduate admission to the University of Idaho:

1. Have a bachelor's degree from a regionally accredited U.S. college or university or recognized international institution. If the degree is not from a regionally accredited institution, the application may be reviewed by the department and by the College of Graduate Studies.

Or Have completed three years of undergraduate study in an international accredited institution which has a Memorandum of Understanding in place with the University of Idaho for a cooperative 3+2 program leading to a graduate degree. Cooperative 3+2 programs may have higher entrance requirements. (see COGS website for a list of 3+2 programs).

2. Have an undergraduate cumulative grade-point average of 3.00 or higher or an undergraduate grade-point average of 3.00 or higher for the last 60 semester credits (or 90 quarter credits),

3. Have maintained at least a 3.00 grade-point average in subsequent academic work if any, and

4. Have met any additional requirements set forth by the department or program which may be required. Please, review the graduate admissions website for specific departmental/program requirements at www.uidaho.edu/admissions/graduate.

5. Have been reviewed and recommended for acceptance by the academic unit administering the program in which the student seeks to enroll. For

individual academic unit admission requirements, please refer to individual department sections of this catalog or consult the Graduate Admissions website at www.uidaho.edu/admissions/graduate.

The College of Graduate Studies requires all applicants to provide a one to two-page Statement of Career Objectives, a curriculum vitae/resume, and transcripts from all colleges/universities attended. Recommendation letters or other type of references to support the application may be required by departments. Please see the individual program or department web page for reference requirements. A list of programs can be found here. <https://www.uidaho.edu/admissions/graduate/graduate-programs>.

Transcripts and Application for Graduate Admission

Students wishing to enter the College of Graduate Studies must submit a University of Idaho application for admission, a one to two page statement of career objectives, a curriculum vitae/resume, and transcripts from all colleges/universities attended. Recommendation letters or other types of references to support the application may be required by departments. Please see the individual program or department web page for reference material requirements. A list of programs can be found here. <https://www.uidaho.edu/admissions/graduate/graduate-programs>

A copy of the official transcript (and English translation for all foreign language documents) for every college and university the applicant attended is acceptable for the application review process. Applicants may upload copies of official transcripts and translations via the online application. Uploaded transcripts must be legible; illegible transcripts will not be processed. COGS recommends scanning at 600 dpi resolution.

Official transcripts of all college work will be required at the point of admission and must be sent directly to the Graduate Admissions Office. Applicants who have already earned a graduate degree from a regionally accredited U.S. institution and are seeking a graduate degree at Idaho will only need to submit official transcripts from the graduate degree granting institution. All documents received as part of the application process become part of the official Graduate Admissions application file.

Supporting Documents

LOR updated language LOR - Draft (002).docx

2023-04-19GraduateCouncilMinutescorrectionweb.pdf

Key: 108

Academic Requirements for Graduate Admission

Students who satisfy all criteria listed below will be considered for graduate admission to the University of Idaho:

1. Have a bachelor's degree from a regionally accredited U.S. college or university or recognized international institution. If the degree is not from a regionally accredited institution, the application may be reviewed by the department and by the College of Graduate Studies.

Or

Have completed three years of undergraduate study in an international accredited institution which has a Memorandum of Understanding in place with the University of Idaho for a cooperative 3+2 program leading to a graduate degree. Cooperative 3+2 programs may have higher entrance requirements. (see [COGS](#) website for a list of 3+2 programs).

2. Have an undergraduate cumulative grade-point average of 3.00 or higher or an undergraduate grade-point average of 3.00 or higher for the last 60 semester credits (or 90 quarter credits),
3. Have maintained at least a 3.00 grade-point average in subsequent academic work if any, and
4. Have met any additional requirements set forth by the department or program which may be required. Please, review the graduate admissions website for specific departmental/program requirements at www.uidaho.edu/admissions/graduate.
5. Have been reviewed and recommended for acceptance by the academic unit administering the program in which the student seeks to enroll. For

individual academic unit admission requirements, please refer to individual department sections of this catalog or consult the Graduate Admissions website at www.uidaho.edu/admissions/graduate.

The College of Graduate Studies requires all applicants to provide ~~three letters of recommendation~~, a one to two-page Statement of Career Objectives, a [curriculum vitae/resume/curriculum vitae](#), and ~~academic record transcripts~~ ~~of~~ ~~from~~ all colleges/universities attended. ~~Recommendation letters or other type of references documents/evidence to support the application may be required by departments. Please see the individual program or department web page for letter of recommendation reference requirements. A list of programs can be found here~~ <https://www.uidaho.edu/admissions/graduate/graduate-programs>.

Transcripts and Application for Graduate Admission

Students wishing to enter the College of Graduate Studies must submit a University of Idaho application for admission, ~~three letters of recommendation from professional/academic references~~, a ~~one to two page~~ statement of career objectives, a [curriculum vitae/resume](#), and transcripts ~~of~~ ~~from~~ all colleges/universities attended ~~work~~. ~~Recommendation letters or other types of references to support the application may be required by departments. Please see the individual program or department web page for letter of recommendation reference material requirements. A list of programs can be found here.~~

A copy of the official transcript (and English translation for all foreign language documents) for every college and university the applicant attended is acceptable for the application review process. Applicants may upload copies of official transcripts and translations via the online application. Uploaded transcripts must be legible; illegible transcripts will not be processed. COGS recommends scanning at 600 dpi resolution.

Official transcripts of all college work will be required at the point of admission and must be sent directly to the Graduate Admissions Office. Applicants who have already earned a graduate degree from a regionally accredited U.S. institution and are seeking a graduate degree at Idaho will only need to submit official transcripts from the graduate degree granting institution. All documents received as part of the application process become part of the official Graduate Admissions application file.

Graduate Council Meeting Minutes
New date 4/19/2023– 3:30-5:00 p.m.

ZOOM LINK: XXXXXX

| | | | | | |
|----|-------------------------------|---|---|----|---|
| x | Jerry McMurtry | x | Evan Williamson (Library) | x | Grant Harley (COS) 2024 |
| x | Chris Ludwig (EHHS) 2024 | x | Pedram Rezamand (At-Large/CALS) 2023 | x | John Cannon (At-Large/EHHS Boise) 2025 |
| x | Linda Chen (CBE) 2023 | x | Kelly Quinnett (CLASS) 2023 | Ex | Ata Zadehgol for Eric Wolbrecht (ENGR) 2025 |
| Ex | Greg Turner-Rahman (CAA) 2025 | x | Leda Kobziar for Kerri Vierling (CNR/ENVS) 2023 | Ex | Carson Silsby (GPSA) |
| x | Paul Hohenlohe (UWP) 2024 | x | Dan Strawn (CALS) 2023 | x | Adamarie Marquez Acevedo (GPSA) |
| x | Sarah Wu (At Large/ENGR) 2024 | | | | |

- I. Minutes from 03/08/2022 (Vote: 10, 0, 1 to approve)

- II. Announcements
 - a. The Dean’s updates: COGS position opening and kudos to Grad Admissions for handling the high volume with a smaller crew.
 - b. There could be a \$1.20 increase for TAs to keep the salaries moving forward but waiting on SBOE April 26 for final confirmation of amount.
 - c. Linda Chen, going on sabbatical, Jeff B. from business is a possible replacement, if necessary, but we will send out an announcement to the deans for replacements for those rolling off 2023. Thanks Dan, Kelly, Linda, Leda/Kerri and Pedram!
 - d. Evan: Asked about the cost per course requirement to be placed in the catalog and whether that is a requirement for COGS. Jerry was going to inquire.
 - e. Strategic Enrollment Plan: Subgroup, Grad Recruitment-GC will be the body to review the Action Planning. Nice cross-section of the university to give feedback as SEP committee. We’ll send out your feedback by the end of the school year.
 - f. New 4+1s and a workshop tomorrow.

- III. Old Business
 - a. Academic requirements language-LOR recommendations-attached. Moved to Vote: 12, 0, 1
 - b. FSH 1700 2.1 revisited after committee review-See attached. Decision regarding senior instructors to serve on Grad Comm, up to dean of COGS. Moved to Vote (9 approved, 0 against, 2 abstentions)

- IV. New Business

Discussion:

 - a. TA Resource allocation: RECOMMENDED CRITERIA AND PROCESS draft review (attached) As UI charges toward R1, with growing PhD numbers, conferrals should continue to grow too, but it takes 5-7 years to increase the conferral rate. UI is going in the right direction.
 Discussion: Metric model for interdisciplinary degrees. Covering the high enrollment courses and labs, two aspects of the model might create inaccuracies in allocations and need. Student metrics go to MP, but not university metrics, they are department/college counted. Also, potential students are not encouraged to apply if no funding is available, so it skews the numbers. How do we capture that? State-funded RA positions in the future are a possibility. Narrative around R1 classification discussed. How is it inclusive of teaching faculty?

- Why R1? How does it affect us? Visibility. Investments surrounding the charge to R1 help all areas and make us more competitive and increasing support for recruitment to increase enrollment will move more students to completion. Programs with high need for TA, don't always have RA opportunities. Currently, positions are just historical allocated. We need to be creative about programs to increase access to more students. Break the mold!
- b. Adding the restriction for 4+1 to get a TA. The program was not intended to support these students on assistantships but to give Idaho residents a tuition break and pathway to a non-thesis MS in one year. Vote for a restriction on teaching assistantships for all 4+1 students. Moved to Vote: (10, 1, 1) Approved to restrict assistantships to 4+1 students.
 - c. UWP representative language should keep UWP representation.
in 1700 ARTICLE VI. GRADUATE COUNCIL, Section 2 and section 2b. [1700 - Bylaws of the Faculty of the College of Graduate Studies \(uidaho.edu\)](http://uidaho.edu)
 - d. Master of Arts in Teaching (M.A.T.) Mathematics (attached). Distinguish the 2 different MAT programs independently and accurately. John 1st, Pedram 2nd. Discussion: 10, 0, 1 approved,
 - e. Low GPA graduate applications: suggestions (example files will be shown at the meeting) Do we need a process for the student and dept to petition Jerry's denial? Evidence that low GPAs finish? Accreditation agency double app process...contingency for summer...waiting for additional coursework...looking for reasons to admit. 2nd level of review? MP Advocacy important. Decision, dept can then appeal or clarification. Puts a process to facilitate better outcome. Suggest in person and written advocacy. Opinion from council is to reconsider case. but upholding standards and integrity is important. Checks and balances are important so we should develop an appeal procedure. Bring back at the next meeting.

Adjourned 5:00 PM

266: KINESIOLOGY AND LEISURE SCIENCES (MS)

In Workflow

1. Registrar's Office (none)
2. 105 Chair (pwscruggs@uidaho.edu)
3. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
4. 15 Dean (bblevins@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
6. Assessment (panttaja@uidaho.edu)
7. Curriculum Review (Curriculum Review@uidaho.edu)
8. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (disable)
11. UCC (none)
12. Post-UCC Registrar (none)
13. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
14. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
15. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Wed, 06 Sep 2023 16:10:07 GMT
Sydney Beal (sbeal): Approved for Registrar's Office
2. Wed, 06 Sep 2023 16:34:48 GMT
Philip Scruggs (pwscruggs): Approved for 105 Chair
3. Tue, 03 Oct 2023 15:56:54 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
4. Tue, 03 Oct 2023 18:46:14 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
5. Sat, 07 Oct 2023 01:20:18 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
6. Mon, 09 Oct 2023 18:24:55 GMT
Dean Panttaja (panttaja): Approved for Assessment
7. Wed, 11 Oct 2023 20:01:50 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
8. Fri, 13 Oct 2023 17:44:49 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
9. Tue, 17 Oct 2023 17:06:53 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
10. Wed, 08 Nov 2023 17:20:44 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
11. Wed, 29 Nov 2023 00:39:11 GMT
Sydney Beal (sbeal): Approved for UCC
12. Fri, 01 Dec 2023 22:29:18 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar

History

1. Aug 31, 2021 by Joana Espinoza (joanae)

Date Submitted: Tue, 05 Sep 2023 18:42:46 GMT

Viewing: 266 : Kinesiology and Leisure Sciences (MS)

Last approved: Tue, 31 Aug 2021 19:59:26 GMT

Last edit: Wed, 29 Nov 2023 00:38:51 GMT

Changes proposed by: Philip Scruggs

Faculty Contact

| Faculty Name | Faculty Email |
|----------------|----------------------|
| Philip Scruggs | pwscruggs@uidaho.edu |

Change Type (Choose all that apply)

Change the name of a degree, major, option, emphasis, minor, certificate, concentration or specialization
Add/Edit Learning Outcomes

Description of Change

Program name change with edits to the curriculum information and student learning outcomes.

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Graduate

College

Education, Health & Human Sci

Department/Unit:

Movement Sciences

Effective Catalog Year

2024-2025

Program Title

Kinesiology and Leisure Sciences (MS)

Program Credits

30

CIP Code

31.0301 - Parks, Recreation and Leisure Facilities Management, General.

Curriculum:**Master of Science. Major in Kinesiology and Leisure Sciences.**

The MS Kinesiology and Leisure Sciences (KLS) master's degree is designed to develop advanced knowledge and skills for a diversity of KLS fields. Research and/or authentic professional skills are avenues for student-focused plans of study. Both online and face-to-face learning experience options are available to MS KLS students. The KLS degree has three specializations: Exercise, Sport, and Health Sciences (face-to-face specialization with some online course options); Recreation, Sport, and Tourism Management (available as either an online or hybrid specialization); and Physical Activity and Dance Pedagogy (face-to-face specialization with some online course options).

We prepare advanced KLS professionals to create, disseminate, and evaluate current research in a combination of movement, physical activity, exercise, fitness, recreation, sport and/or health fields.

MS KLS goals are centered on students engaging in inquiry to effectively explore scientific content and authentic problems through a holistic perspective in order to be ethical leaders within the KLS fields.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

Have learning outcomes changed?

Yes

Learning Objectives

1. Apply inquiry skills (e.g., exploring through questions, testing and reflection), techniques (e.g., case study, authentic field experience) and tools to effectively investigate problems and communicate knowledge related to healthy active lifestyles,
2. Analyze wellness through a holistic perspective in relation to healthy active lifestyles, and
3. Evaluate effective leadership, marketing, and/or ethics in working with individuals and/or groups to lead healthy active lifestyles.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The proposed program name change from Movement and Leisure Sciences to Kinesiology and Leisure Sciences was approved by the department faculty to increase marketability of the degree program. The name kinesiology is the key search term that prospective students would utilize to explore graduate programs such as the MS Movement and Leisure Sciences Program. The Leisure Sciences part of the name was kept so that we would continue to align the program with the recreation, sport and tourism management sphere of the degree program. The MS program name change is one of the department's strategies to increase enrollment through better program name recognition for prospective students. The program has capacity to grow in enrollment, which will increase the number of students in the current program courses.

Key: 266



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **FSH3250 Flextime/Flexplace (Requesting title change to Flexwork)**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Comprehensive Review was Conducted

Originator: Brandi Terwilliger, Director of Human Resources

Policy Sponsor, if different from Originator: Brian Foisy, VP Finance and Administration


11.9.22

Reviewed by General Counsel X Yes ___ No Name & Date: Kim Rytter, 12/20/22

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
Updated throughout to revise procedures and ensure compliance with export control requirements in international flexwork arrangements. A committee met and developed the recommendations with inclusion from Provost Office, VP Foisy, OIT, Export Controls, International Program Office, etc. Faculty Staff Policy Group also reviewed.
2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
None
3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
APM70.23
4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
ASAP as this is having an impact on individuals currently.

UI FACULTY-STAFF HANDBOOK
CHAPTER THREE:
EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

3250

FLEXTIME/FLEXPLACE~~Flexwork~~

LAST REVISION: ~~2022~~January 2023~~09~~

A. A. PURPOSE. This policy establishes the conditions under which employees may be allowed a change in work location or schedule. This policy addresses only discretionary flexwork arrangements; procedures for accommodations of disability are addressed in FSH 6420. The purpose of flextime/flexplace flexwork is to accommodate the personal needs of employees and/or to enable university departments to provide services for more hours each day. A department may use flextime and flexplace flexwork when either it would help an employee better accommodate personal needs and where the arrangement would not adversely affect productivity of the employee's department or the ability of the department to provide service for faculty, staff, and students.

B. SCOPE. This policy applies to all University of Idaho employees.

C. DEFINITIONS:

aC-1. Flexwork is a request initiated by the employee for a Flexwork. A change of work location or work schedule from what was assigned that originally assigned and is when the original assignment can be accomplished differently required in order for the employee to perform University business, programs, or purposes.

b. Domestic Flexwork is a flexwork request for a change of work location within the United States.

beC-2. International Flexwork. is a flexwork request for a change of work location to a location outside of the United States. Because work located in U.S. territories requires similar review, it is included in the definition of International Flexwork.

D. POLICY. Units may use flexwork to provide services for more hours each day or when it would help an employee better accommodate personal needs, if the arrangement would not adversely affect productivity of the employee's unit or the ability of the unit to provide service for employees, students, and/or the public.

BCD-1. CRITERIA CONSIDERATIONS FOR IN AUTHORIZING FLEXTIME OR FLEXPLACE FLEXWORK. Criteria Considerations applied in evaluating requests for flextime and/or flexplace flexwork shall include, but are not limited to: 1) the effect on productivity of the employee, 2) the ability of co-workers to accomplish their work, and 3) the effect on productivity of the department/unit; 4) the degree to which the accommodation is necessary in order to allow the employee to retain his or her job; and 5) whether the arrangement is expected to be temporary or ongoing.

D-2. INTERNATIONAL FLEXWORK. In some cases, International flexwork includes arrangements may shall be treated as University International Travel as defined by APM 70.23. Employees requesting an International flexplace flexwork arrangement may not take any University-owned equipment with them travel unless they comply with the requirements in APM 70.23.

~~E~~D-3. FLEX HOURS. ~~The flex hours enumerated below apply to employees working in departments which operate on a typical business office schedule. All~~Most university departments units which that provide business or student services are open between the hours of 8:00 a.m. and 5:00 p.m. Monday through Friday, with summer hours between 7:30 a.m. and 4:30 p.m. (Pacific Time for Moscow and surrounding areas and Mountain Time for Boise and surrounding areas). Such departments units are expected to be staffed during these hours, except for the noon hour in small departments units. Hours of operation for other departments units are influenced by the services they provide and the needs of ~~faculty, staff, employees~~, students, and the public.

~~E~~D-E. PROCEDURES FOR OBTAINING APPROVAL OF FLEXTIME OR FLEXPLACE FLEXWORK. An employee's ~~flextime-flexwork schedule or flexplace~~ arrangement ~~must be~~ is expected to be individually approved in writing and in advance by the ~~departmental-employee's supervisor and other authorities as identified by guidance maintained on the Human Resources website administrator and approved by the dean or director and/or Vice President/Provost in accordance with procedures of the college or administrative unit university.~~ A flextime ~~f~~Flexwork arrangement ~~schedule must be set at the beginning of each semester and remain in effect until the end of the semester can be requested at any time through the established flexwork process. and Approved flexwork arrangements may be renewed. Approved requests will ordinarily have a duration of up to six months. -In some situations, approval may be granted for up to one year.-~~

~~E~~E-1. ~~The departmental-administratorsupervisor and the employee requesting flexwork must determine measures of productivity prior to approval of the flexwork request. The measure of productivity must be approved by the employee's chain of supervision up to Vice President or Provost as identified by guidance maintained on the Human Resources website. The measure of productivity will be incorporated into the flexwork agreement. When work at home is to be incorporated into an approved flextime flexwork arrangement (flexplace), duration (not to exceed six months) of approval for off-site work and measures of productivity will be determined in advance by the departmental administrator and the employee, with the concurrence of the dean or director and/or Vice President/Provost, and incorporated into the flextime/flexplaceflexwork agreement.~~

~~a~~E-2. If the flexwork request ~~working at home~~ requires relocation of university equipment, such as a computer and peripheral equipment, the relocated equipment will be inventoried ~~by the unit. Contact and appropriate arrangements made with the~~ Risk Management Office to ~~discuss property coverage and contact~~ ~~the Office of Information Technology regarding computer security. insure it.~~ The ~~departmental-administratorsupervisor~~ is expected to verify return of the equipment when the ~~flexplace-flexwork~~ arrangement ceases.

~~b~~E-3. If the flexwork ~~request~~ arrangement contemplates work at an alternate location, the ~~e~~Employees working at a flexplace ~~must maintain adequate internet connectivity~~ ~~adequate~~ to support security and management software on any assigned technology resources. ~~home must be accessible by telephone (where applicable). When technology support is necessary, the employee may be required to be available during university business hours.~~

~~e~~E-4. Employees granted a flexwork ~~request~~ arrangement for a change of work location ~~working at a flexplace~~ ~~must be available~~ ~~accessible~~ for ~~real-time~~ synchronous communications (e.g., telephone or ~~web-video~~ conference) during designated working hours unless otherwise approved by the ~~department~~ unit.

E-5. Employees granted a Flexwork arrangement are responsible for ensuring their workstation design meets supportive ergonomic and human factors guidelines.

Version History

Amended 2023. Updated throughout to revise procedures and ensure compliance with export control requirements in international flexwork arrangements. Comprehensive review.

Amended July 2009. Changed Human Resource Services to Human Resources.

Amended July 2000. Editorial changes to D-1 a.

Amended July 1997. Editorial changes.

Adopted July 1994.

Attach. #20

FY24 CEC SUMMARY

Snapshot as of 05.18.2023

| | Staff GenEd | Staff GenEd | Non-Staff Total | Faculty GenEd | Faculty GenEd | Non-Faculty Total | GenEd Total | Non-GenEd Total | Grand Total | Staff % of Total | Faculty % of Total |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|------------------|--------------------|
| FY24 Target Salary | \$ 47,763,716 | \$ 44,172,405 | \$ 91,936,121 | \$ 48,478,160 | \$ 23,963,002 | \$ 72,441,162 | \$ 96,241,876 | \$ 68,135,407 | \$ 164,377,282 | 55.93% | 44.07% |
| Pre-CEC Salary | \$ 42,030,925 | \$ 44,401,786 | \$ 86,432,711 | \$ 43,599,797 | \$ 22,577,863 | \$ 66,177,660 | \$ 85,630,722 | \$ 66,979,649 | \$ 152,610,371 | 56.64% | 43.36% |
| Across the Board Increase \$600 per 1 FTE | \$ 397,537 | \$ 475,568 | \$ 873,104 | \$ 286,895 | \$ 153,665 | \$ 440,559 | \$ 684,431 | \$ 629,232 | \$ 1,313,664 | 66.46% | 33.54% |
| Up to Minimum Classified/Exempt Minimums | \$ 120,725 | \$ 79,669 | \$ 200,394 | \$ - | \$ 1,336 | \$ 1,336 | \$ 120,725 | \$ 81,005 | \$ 201,730 | 99.34% | 0.66% |
| Up to 80% of Target | \$ 477,432 | \$ 189,625 | \$ 667,057 | \$ 102,019 | \$ 35,285 | \$ 137,304 | \$ 579,451 | \$ 224,910 | \$ 804,361 | 82.93% | 17.07% |
| Merit Pool Funds | \$ 506,427 | \$ - | \$ 506,427 | \$ 459,765 | \$ - | \$ 459,765 | \$ 966,192 | \$ - | \$ 966,192 | 52.41% | 47.59% |
| Promotion and Tenure Increments | \$ - | \$ - | \$ - | \$ 178,940 | \$ 272,283 | \$ 451,224 | \$ 178,940 | \$ 272,283 | \$ 451,224 | 0.00% | 100.00% |
| University-Wide CEC | \$ 1,502,120 | \$ 744,862 | \$ 2,246,982 | \$ 1,027,620 | \$ 462,568 | \$ 1,490,188 | \$ 2,529,740 | \$ 1,207,430 | \$ 3,737,171 | 60.13% | 39.87% |
| Additional Unit Funded Non-Merit | \$ 267,234 | \$ 667,503 | \$ 934,736 | \$ 185,654 | \$ 364,876 | \$ 550,530 | \$ 452,888 | \$ 1,032,379 | \$ 1,485,266 | 62.93% | 37.07% |
| Additional Unit-Funded Merit | \$ 74,262 | \$ 386,022 | \$ 460,284 | \$ 53,382 | \$ 260,589 | \$ 313,971 | \$ 127,644 | \$ 646,611 | \$ 774,255 | 59.45% | 40.55% |
| Additional Unit-Funded Increases | \$ 341,495 | \$ 1,053,525 | \$ 1,395,020 | \$ 239,036 | \$ 625,465 | \$ 864,501 | \$ 580,531 | \$ 1,678,989 | \$ 2,259,521 | 61.74% | 38.26% |
| Total CEC Investment in Salaries | \$ 1,843,616 | \$ 1,798,387 | \$ 3,642,002 | \$ 1,266,656 | \$ 1,088,033 | \$ 2,354,689 | \$ 3,110,272 | \$ 2,886,420 | \$ 5,996,691 | 60.73% | 39.27% |
| Final FY24 Base Salary | \$ 43,835,374 | \$ 46,240,342 | \$ 90,075,716 | \$ 44,955,370 | \$ 23,582,009 | \$ 68,537,379 | \$ 88,790,744 | \$ 69,822,350 | \$ 158,613,094 | 56.79% | 43.21% |
| Overall Increase in Salary over FY23 | 4.29% | 4.14% | 4.21% | 3.11% | 4.45% | 3.57% | 3.69% | 4.24% | 3.93% | | |
| Total Merit Increases (Pool + Unit Funds) | \$ 580,689 | \$ 386,022 | \$ 966,711 | \$ 513,148 | \$ 260,589 | \$ 773,736 | \$ 1,093,836 | \$ 646,611 | \$ 1,740,447 | 55.54% | 44.46% |
| Starting Average % of Target | | | 89.72% | | | 92.41% | | | 90.66% | | |
| Average Increase as % of Target | | | 3.87% | | | 3.34% | | | 3.69% | | |
| Final Average % of Target | | | 93.59% | | | 95.75% | | | 94.34% | | |
| # Eligible Employees | | | 1475 | | | 737 | | | 2,212 | 66.68% | 33.32% |
| # Employees Not Eligible for CEC | | | 112 | | | 27 | | | 139 | | |
| # Employees Brought up to 80% of Target | | | 184 | | | 41 | | | 225 | 81.78% | 18.22% |
| # Employees Receiving Merit | | | 507 34.4% | | | 340 46.1% | | | 847 38.3% | 59.86% | 40.14% |
| # Eligible Still Below 80% of Target Due to Funding | | | 14 | | | 2 | | | 16 | 87.50% | 12.50% |

Calculations do not include employees ineligible for CEC or the President (SBOE determines)

2023 – 2024 Faculty Senate – Pending Approval**Approved at Mtg #17
Jan. 16, 2024**Meeting # 16

Tuesday, January 9, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, McKenna, Mittelstaedt, Murphy, Ramirez, Raney, Reynolds, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Tibbals.

Absent: Strickland (excused), Hobbs, Miller, Mischel, Reynolds, Rode.

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The Secretary noted an error in the reporting of the votes on the motion to amend by postponing the implementation of deferred pay by one year – the vote should be a tie. The minutes of the 2023-24 Meeting #15, December 5, 2023, were approved as corrected.

Chair's Report:

- I wish you all a peaceful and productive 2024.
- Later today, Christopher Nomura will give a presentation about the new Carnegie criteria for university research classifications, R1, R2, or R3. Another upcoming change at the Office of Sponsored Programs is the adoption of a ticketing system, named TDNext system. Please ask your constituents for feedback or suggestions about this change and whether a survey would be helpful.
- Please let your constituents know about saving accounts available to faculty (4.5% interest).
- Other business for Spring 2024 includes:
 - Dependent benefits (including tuition reduction for dependents) task force.
 - Faculty compensation.
 - Changes in admission criteria (GPA and SAT scores).
 - Mental health initiatives.
 - The Artificial Intelligence and Machine Learning Task force plans to organize an exhibit of U of I faculty projects, both research and teaching, using AI and a workshop. This will take place during Spring 2024. We are placing a call for projects to be shown in the exhibit.

Provost's Report:

- Spring semester enrollment is currently up by 3.7% compared to the same time last year. We'll know more when the 10th day numbers become available.
- The legislature convened yesterday. The Governor delivered The State of the State Address focused on his priorities. One of them is the Idaho Launch Program. Recording of the address: https://www.youtube.com/results?search_query=State+of+the+state+address+Idaho
- The Provost gave a brief recap of the deferred pay issue. After the last senate meeting in December 2023, the 122 faculty currently on spread pay were notified of the recommendation. There was strong reaction, and many concerned messages were sent to the President. President Green considered the senate recommendation and decided not to approve the proposed summer 2024 implementation date because, due to the short timeframe, it could potentially

hurt some employees. Delaying to summer 2025 implementation could negatively impact other employees, but there are tools available to mitigate the impact on employees not currently on spread pay. Communication about those tools, which are very similar to spread pay, is forthcoming. Details towards summer 2025 implementation are being worked out.

Discussion:

There was an inquiry into the allegations against the leadership of the women's volleyball team. Is there a statement or additional information on what is being done? Provost Lawrence responded that the university is looking into the matter following appropriate processes. Given the nature of the investigation, the university will not release a statement.

Committee Reports (vote):

- Proposed changes to the University Catalog
Taylor Raney presented items UCC 164 to UCC 333 as a package, because they share identical rationale. In Idaho, a Teacher's Certification requires an endorsement attached to it, either a single 45 credit endorsement or two endorsements with 20 + 30 credits. Presently, the Catalog dictates what courses must be taken beyond the required 20 credits for the current teaching minor. With these changes, students will have the flexibility to select courses with their advisors.
 - UCC 164 Biological Sciences Teaching Major.
 - UCC 245 History Teaching Major 33 credits.
 - UCC 218 English Teaching Major 34 credits.
 - UCC 263 Mathematics Teaching Major 36 credits.
 - UCC 322 Chemistry Teaching Major.
 - UCC 326 Earth Sciences Teaching Major.
 - UCC 335 Geography Teaching Major.
 - UCC 329 English Teaching Major 46 credits.
 - UCC 337 German Teaching Major.
 - UCC 339 History Teaching Major 45 credits.
 - UCC 342 Mathematics Teaching Major 51 credits.
 - UCC 345 Physics Teaching Major.
 - UCC 350 Spanish Teaching Major.
 - UCC 347 Political Science Teaching Major.
 - UCC 333 French Teaching Major.

There were no objections to the suggestion to vote on all the 15 curricular changes listed above as a package.

Discussion: none

Vote: 20/20 in favor. Motion passes.

- UCC 108 Academic Requirements for Graduate Admission concerning letters of recommendation – Jerry McMurtry, Dean, College of Graduate Studies.
Graduate Council voted on April 19, 2023, to remove the mandatory three letters of recommendation as part of the application and allow the programs to decide how many and what type/format of reference they would like to evaluate their prospective students. They are no longer bound by the static written letters.

Discussion: none

Vote: 19/19 in favor. Motion passes.

- UCC 127 General Management (MBA) – Lisa Victoravich, Dean, College of Business and Economics.
This is a “repackaging” of an existing MBA, formerly offered in person in Coeur d'Alene, which became dormant due to COVID. They are now changing this existing program

from face-to-face in Coeur d'Alene to online delivery. Market demands and the business environment in which managers operate have changed. Hence, they seek to update the General Management (MBA) to a timely and relevant curriculum and delivery mode. They are changing from a business-only curriculum to an interdisciplinary MBA approach. This integrated approach, and the fact that all our faculty are in-house, differentiates this MBA from those of our competitors.

Discussion:

In response to a question about the different number of credits for courses in the current catalog, Lisa explained that one of the changes is to assign three credits to all courses. As a follow-up question, the senator asked whether course change proposals are coming through at the same time. Lisa confirmed that core changes will go through UCC and then come to Faculty Senate.

The next question was about program fees: since 12 credits are going to be earned outside the college, will other colleges receive some of those fees? Lisa replied that a lower fee would be paid to those other colleges.

Another follow-up question: Are those program fees? Are they approved by the State Board? Response: in the updating of the MBA curriculum and modality, we are transitioning the MBA from its current 'Self-Support Academic Program Fees' model to an 'Institutional Online Program Fee' model.

Vote: 19/19 in favor. Motion passes.

- UCC 502 Advanced Semiconductor Design Graduate Academic Certificate – Feng Li, Electrical and Computer Engineering.

Feng Li was not present. Dakota Roberson offered to help with questions.

Discussion: none

Vote: 18/19 in favor; 1/19 against. Motion passes.

- UCC 266 Kinesiology and Leisure Sciences (MS) – Philip Scruggs, Department Chair, Movement Sciences.

The proposed program name change from Movement and Leisure Sciences to Kinesiology and Leisure Sciences is to increase marketability of the degree program. The name kinesiology is the key search term prospective students would use to explore graduate programs like the MS Movement and Leisure Sciences Program. The MS program name change is one of the department's strategies to increase enrollment through better program name recognition for prospective students

Discussion: none

Vote: 20/20 in favor. Motion passes.

- UCC 506 Smart Grid Cybersecurity Graduate Academic Certificate – Yacine Chakhchoukh, Electrical and Computer Engineering.

This is a 15-credit graduate certificate. This proposal will enhance cybersecurity and power systems education at the University of Idaho. Improving the cybersecurity applied to critical infrastructures is becoming crucial with increased automation and renewable generation integration. The certificate will increase collaborative cybersecurity course offerings between the ECE and CS departments. Since the courses are offered online, the proposed certificate will increase online and collaborative offerings to increase the outreach to professionals, and the workforce.

Discussion: none

Vote: 21/21 in favor. Motion passes.

- Proposed changes to the Faculty Staff Handbook

- FSH 3250 Flextime/Flexplace – Brandi Terwilliger, Director of Human Resources. Updated throughout to revise procedures and ensure compliance with export control requirements in international flexwork arrangements. The title “flexwork” is chosen as a matter of internal notation.
Discussion: none
Vote: 21/21 in favor. Motion passes.
- FSH 1640.64 Officer Education Committee and FSH 1640.74 Sabbatical Leave Evaluation Committee – Diane Kelly-Riley, Vice Provost for Faculty. Structure revised to replace Vice Provost for Academic Affairs with Vice Provost for Faculty. The Vice Provost for Academic Affairs position no longer exists. Its functions were split into Vice Provost for Faculty and Vice Provost for Academic Initiatives.
Discussion:
Suggestion to check that the same changes are made everywhere in FSH where the old name for the position appears.
Vote: 20/21 in favor; 1/21 against. Motion passes.
- Announcements and Communications
 - R1 Initiative Update – Chris Nomura, Vice President, ORED
Vice President Nomura gave an overview of the new Carnegie criteria for university research classifications (R1, R2, R3). Recently, those moved under the American Council on Education (ACE).
Chris Nomura showed that our R1 Initiative resulted in real improvements since the 2021 Carnegie classifications, with considerable increase in the number of postdoctoral fellows and doctoral research staff, as well as the number of research Ph.Ds. awarded. In 2025, the U of I is expected to qualify as R1 under the new Carnegie criteria, and, after the improvements highlighted above, would qualify as R1 also under the old criteria. Measured against the new (2025) ACE metrics, the U of I reached R1 threshold for the first time in 2023.
The new Carnegie criteria emphasize research expenditures as the single best measure of research (and economic) impact. By this measure, U of I is leading in the state, with more research expenditures than BSU and ISU combined. In summary, we are on a great trajectory.
Discussion:
A senator brought up concerns about possible “unintended consequences” of achieving R1 status: increase in research support staff, both pre- and post-award, must be commensurate. We must be able to hire and retain talent, but presently we see a large turnover of staff. Chris Nomura acknowledged the large turnover, possibly related to salary limitations, and the need to invest in research administration staff. It may be useful to look at F&A funds and sponsors who can help support research administration staff. It may be a slow process, but P3R1 resources can be spent for hiring research staff. It’s a longer-term discussion.

A senator asked Vice President Nomura to elaborate on the positive impacts expected to result from moving to R1 status. Chris Nomura pointed out that federal funds, especially from the NSF, have been allocated for research. A fraction (about 15 or 20%) must go to EPSCoR states, which can submit proposals to programs that are earmarked for EPSCoR. Within those, some larger programs only accept proposals from R1

institutions. Thus, we may be able to apply for opportunities we didn't have before, which means more opportunities for our students.

Another concern raised by senators is the need to adjust salaries to be competitive for hiring at the R1 level – presently, we use a combination of R1 and R2.

In closing, Chris Nomura emphasized that, although we must acknowledge our success, we should also keep in mind that ACE numbers are only a baseline and can change. We'll work very carefully to keep a stable pipeline.

- Update on Faculty CV Revisions: postponed.

New Business:

None

Adjournment:

The agenda being completed, the meeting was adjourned at 4:42pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #16

Tuesday, January 9, 2024 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #15 December 5, 2023, **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports (vote)
 - Proposed changes to the University Catalog
 - UCC 164 Biological Sciences Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #2**
 - UCC 245 History Teaching Major 33 credits – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #3**
 - UCC 218 English Teaching Major 34 credits – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #4**
 - UCC 263 Mathematics Teaching Major 36 credits – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #5**
 - UCC 322 Chemistry Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #6**
 - UCC 326 Earth Sciences Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #7**
 - UCC 335 Geography Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #8**
 - UCC 329 English Teaching Major 46 credits – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #9**
 - UCC 337 German Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #10**
 - UCC 339 History Teaching Major 45 credits – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #11**
 - UCC 342 Mathematics Teaching Major 51 credits – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #12**
 - UCC 345 Physics Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #13**
 - UCC 350 Spanish Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #14**
 - UCC 347 Political Science Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #15**
 - UCC 333 French Teaching Major – Taylor Raney, Associate Department Chair, Curriculum and Instruction **Attach. #16**

- UCC 108 Academic Requirements for Graduate Admission concerning letters of recommendation – Jerry McMurtry, Dean, College of Graduate Studies **Attach. #17**
- UCC 266 Kinesiology and Leisure Sciences (MS) – Philip Scruggs, Department Chair, Movement Sciences **Attach. #18**
- UCC 127 General Management (MBA) – Lisa Victoravich, Dean, College of Business and Economics **Attach. #19**
- UCC 502 Advanced Semiconductor Design Graduate Academic Certificate – Feng Li, Regular Faculty, Electrical and Computer Engineering **Attach. #20**
- UCC 506 Smart Grid Cybersecurity Graduate Academic Certificate – Yacine Chakhchoukh, Regular Faculty, Electrical and Computer Engineering **Attach. #21**
- Proposed changes to the Faculty Staff Handbook
 - FSH 3250 Flextime/Flexplace – Brandi Terwilliger, Director of Human Resources **Attach. #22**
 - FSH 1640.64 Officer Education Committee – Dianne Baumann, Regular Faculty, Culture, Society and Justice **Attach. #23**
 - FSH 1640.74 Sabbatical Leave Evaluation Committee – Alexandra Teague, Associate Department Chair, English Department **Attach. #24**

VI. Announcements and Communications

- R1 Update – Chris Nomura, Vice President, ORED
- Update on Faculty CV Revisions – Diane Kelly-Riley, Vice Provost for Faculty

VII. New Business

Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #15 December 5, 2023
- **Attach. #2** UCC 164
- **Attach. #3** UCC 245
- **Attach. #4** UCC 218
- **Attach. #5** UCC 263
- **Attach. #6** UCC 322
- **Attach. #7** UCC 326
- **Attach. #8** UCC 335
- **Attach. #9** UCC 329
- **Attach. #10** UCC 337
- **Attach. #11** UCC 339
- **Attach. #12** UCC 342
- **Attach. #13** UCC 345
- **Attach. #14** UCC 350
- **Attach. #15** UCC 347
- **Attach. #16** UCC 333
- **Attach. #17** UCC 108
- **Attach. #18** UCC 266
- **Attach. #19** UCC 127
- **Attach. #20** UCC 502
- **Attach. #21** UCC 506

- **Attach. #22** FSH 3250
- **Attach. #23** FSH 1640.64
- **Attach. #24** FSH 1640.74

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 15

Tuesday, December 5, 2023, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kirchmeier, Torrey Lawrence (w/o vote), Long, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals.

Absent: Kenyon (excused), Reynolds, Mischel

Also Present: Samantha Thompson-Franklin (proxy for Kenyon)

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #14, November 28, 2023, were approved as distributed.

Chair's Report:

- Fan mail is not how I would describe some of the emails Kristin and I have received about spread pay since we last met. There is lots of confusion about what was involved with the vote last week. New information has come up which Kristin will further cover later in the meeting to clarify any confusion and what is entailed in last week's vote. As serious concerns were raised, I would like to entertain a motion to reconsider last week's motion. Vice Chair Haltinner will explain the process at the beginning of the voting section.
- Many of the students who graduate this week may soon join the workforce with little or no idea about Artificial Intelligence (AI), the technological challenges associated with AI, or the impact of AI on their future careers. This is something that we need to think about as a university.

Provost's Report

- Final grades are due December 19 at noon.
- Winter Commencement: Saturday December 9. We have over 550 graduates. There will be two ceremonies, at 9:30am and at 2:00pm, at the ICCU Arena.
<https://www.uidaho.edu/events/commencement/winter>
- Football: we are entering the third round of playoffs. The next game is Saturday, at 7pm, at the Kibbie Dome, against the University of Albany.
- Related to the recent spread pay discussions: we will send a university-wide communication about splitting paychecks into multiple accounts in Banner.

Motion to reconsider the Spread Pay Task Force Recommendations (vote):

- Vice Chair Haltinner apologized for last week's confusion that led to the vote and proceeded to provide clarification.
 - Faculty Senate voted on the recommendation to offer deferred pay as a benefit to all eligible employees. Faculty Senate did not vote on implementation policies or practices, which will come through Senate in the spring.
 - FSL moved quickly to maximize the time available to the 122 faculty currently on the old spread pay system to plan for the pay gap in summer 2024.

- The recommendation is on the UFM agenda as a non-voting item because our constitution does not provide a mechanism for the general faculty to vote on Senate recommendations at UFM. In accordance with FSH 1540 B-2, we wanted to be transparent with the full faculty about Faculty Senate work.
- Since last week, FSL received multiple messages from faculty who are deeply concerned about the implementation process that may result from the recommendation. FSL also learned that some non-senators voted last week for the FSH and UCC items on the agenda, but it's unknown whether non-senators participated in the vote regarding the Spread Pay Task Force recommendation. We confirmed that interest-free loans by the university are not permitted by state law. We also learned about a new option: rather than changing the contract length from 19.5 to 20 pay periods, we can change only the pay schedule to 20 weeks leaving the contract length to 19.5 weeks. In this way, hourly wages, contract length and summer length stay the same. The Provost Office, the Budget Office and ORED have been working hard to identify a better solution, the detailed implementation of which could be ready in January 2024. Any required policy changes will go through Faculty Affairs and Faculty Senate.

Vice Chair Haltinner explained the requirements for and implications of the Motion to Reconsider: it must be made by a member who voted on the prevailing side, it needs a second, who can be any member, it requires the presence of new information, it can be debated, it must be voted on, it requires a majority of the votes cast. If the motion to reconsider passes, last week's vote to support the Spread Pay Task Force recommendation is vacated. If the motion to reconsider does not pass, the recommendation from last week stands, but the task force, in partnership with FAC, will continue to work with the appropriate university bodies on the details of the implementation. The main difference is whether Faculty Senate votes on the recommendation before or after the implementation details have been ironed out. Some senators objected to the motion to reconsider because Robert's Rules of Order allow it only at the same meeting where the original motion was voted on, and because there is no new information to justify it. Others argued that there is new information – the possibility that non-senators may have voted on the original motion should, in itself, be enough to invalidate the vote.

Moved to reconsider (Raney/Barannyk).

Discussion:

People currently on standard pay are very worried about having to wait until summer 2026 for deferred pay. On the other hand, of the 122 employees currently on the legacy spread pay system, some are deeply anxious about the short time available to prepare for the pay gap in summer 2024. On behalf of their constituents, some urged Faculty Senate to reconsider and ultimately defer the implementation by one year. Vice Chair Haltinner reiterated that spread pay is going away in any case, and deferring by one year would give impacted faculty 18 months rather than 6 months to prepare for the pay gap. The university would hold on to the current spread pay system for another year.

There was again disagreement about the presence of new information and whether Robert's Rules of Order permit us to reconsider a motion at the next meeting. FSH 1520 VI – Rules of Order states that *"...Robert's Rules of Order Newly Revised govern all meetings of the university faculty, other faculties, the Faculty Senate..."* and those allow to reconsider a motion at the following meeting. A Senator noted that the reconsideration of the motion will not change anything, since it's only a recommendation.

At this point, Senators were ready to vote on the motion to reconsider the Spread Pay Task Force recommendation. If the motion passes, the original question from last week comes back before the assembly.

Vote: 15/21 yes; 6/21 no. Motion to reconsider passes.

The original motion can now be debated, amended, and voted on.

Discussion:

Chair Gauthier noted that, if the current recommendation of the task force are voted down, it will be important that all impacted groups are represented on the task force that will continue the work.

Motion to amend (Justwan/Mittelsteadt): Assemble a task force where all impacted groups are represented and charge this committee with working out the implementation details.

Discussion:

A debate followed on who the different groups are and whether it would be productive to include additional people on the task force. Senator Mittelsteadt volunteered to join the task force as a faculty impacted by potential changes in summer contracts.

Chair Gauthier suggested an official “heads up” communication to those faculty who would have to go through the pay gap in summer 2024, should that be the path we take. Provost Lawrence agrees that these faculty should be put on the alert but emphasizes that timing is crucial – if we are not going down that path, we shouldn’t put people on notice and then let them know that plans have changed.

Vote to approve the motion on the floor (to refer the matter to a representative committee):

6/20 yes; 14/20 no. Motion fails.

Back to the original motion from last week.

It was further clarified that, if implementation requires policy changes, those will go through FAC and Faculty Senate. Again, timing is extremely important – the implementation date must be very clear in the language of the motion.

Motion to amend with implementation delayed by one year (Justwan/Mittelstaedt).

Discussion:

Senators reiterated their constituents’ concerns, either strongly in favor of or strongly against the amendment.

Vote on the amendment: 12/21 yes; 9/12 no. The Chair already voted; thus, the motion fails for lack of majority.

Motion to call the question (Long/ Murphy).

Vote on motion to call the question (needs 2/3 majority): 19/20 yes; 1/20 no. Motion to call the question passes.

Vice Chair Haltinner displayed the original motion and recalled that, regardless the outcome of the vote, the task force will continue to work on implementation.

Vote on the original motion: 12/21 yes; 9/21 no. Motion passes.

Adjournment:

The agenda not being completed, Chair Gauthier entertained a motion to adjourn. So moved (Long, Raney). The meeting was adjourned at 4:57pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

164: BIOLOGICAL SCIENCES TEACHING MAJOR

In Workflow

1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
6. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 14 Nov 2023 22:51:48 GMT
Sydney Beal (sbeal): Approved for Registrar's Office
2. Wed, 15 Nov 2023 19:07:36 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
3. Tue, 28 Nov 2023 18:24:21 GMT
Sydney Beal (sbeal): Approved for UCC

Program Inactivation Proposal

Date Submitted: Tue, 14 Nov 2023 22:49:36 GMT

Viewing: 164 : Biological Sciences Teaching Major

Last edit: Tue, 14 Nov 2023 23:00:05 GMT

Changes proposed by: Sydney Beal

Final Catalog

2023-2024

Rationale for Inactivation

Proposal was initially submitted incorrectly as an edit. This discontinuation form remedies that error. See attached documentation for the prior proposal, including the rationale, faculty contact, and formerly completed approval path.

Attach State Form

164_ Biological Sciences Teaching Major.pdf

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2023-2024

Program Title

Biological Sciences Teaching Major

CIP Code

13.1322 - Biology Teacher Education.

Curriculum:

Note: MATH 143 is a prerequisite to required physics courses. To graduate in this program, students must earn a minimum grade of C in BIOL 114 and BIOL 115 and must have a minimum gpa of 2.40 in BIOL 114, BIOL 115, BIOL 213, BIOL 310, and BIOL 312.

A. 45-Credit Composite Teaching Major

| Code | Title | Hours |
|--|---|--------------|
| Special Methods Sequence: | | |
| EDCI 433 | Secondary Science Methods | 3 |
| EDCI 443 | Secondary Science Methods Practicum | 1 |
| BIOL 114 | Organisms and Environments | 4 |
| BIOL 115 & 115L | Cells and the Evolution of Life and Cells and the Evolution of Life Laboratory | 4 |
| BIOL 213 | Structure and Function Across the Tree of Life | 4 |
| BIOL 310 & BIOL 315 | Genetics and Genetics Lab | 4 |
| BIOL 312 | Molecular and Cellular Biology | 3 |
| BIOL 313 | Molecular and Cellular Laboratory | 1 |
| BIOL 314 | Ecology and Population Biology | 4 |
| BIOL 421 | Advanced Evolution | 3 |
| CHEM 101 or CHEM 111 | Introduction to Chemistry General Chemistry I | 3 |
| CHEM 101L or CHEM 111L | Introduction to Chemistry Laboratory General Chemistry I Laboratory | 1 |
| CHEM 275 or CHEM 277 | Carbon Compounds Organic Chemistry I | 3 |
| PHYS 111 & 111L | General Physics I and General Physics I Lab | 4 |
| PHYS 112 & 112L | General Physics II and General Physics II Lab | 4 |
| Select 3-4 credits of electives ¹ | | 3-4 |
| Total Hours | | 49-50 |

1

See list of electives for the Biology major (<https://catalog.uidaho.edu/colleges-related-units/science/biological-science/>) in the Department of Biological Sciences (<https://catalog.uidaho.edu/colleges-related-units/science/biological-science/>).

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene
Moscow

Key: 164

245: HISTORY TEACHING MAJOR 33 CREDITS

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:04:40 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:26:51 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 15:55:33 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 19:55:08 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:00:19 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:36:12 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 21:40:33 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:08:21 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:24:25 GMT
Sydney Beal (sbeal): Approved for UCC

Date Submitted: Thu, 08 Jun 2023 22:19:42 GMT

Viewing: 245 : History Teaching Major 33 credits

Last edit: Tue, 14 Nov 2023 23:05:31 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue a teaching endorsement (teaching major/teaching minor)

Description of Change

Removal of 33-credit History teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

History Teaching Major 33 credits

Program Credits

0

CIP Code

13.1328 - History Teacher Education.

Curriculum:**B. 33-Credit History Teaching Major**

| Code | Title | Hours |
|--|--|-----------|
| HIST 101 | World History I | 3 |
| HIST 102 | World History II | 3 |
| HIST 111 | United States History I | 3 |
| HIST 112 | United States History II | 3 |
| HIST 290 | The Historian's Craft | 3 |
| Upper-Division History Courses² | | |
| Select 3 credits of Non-Regional U.S. History courses | | 3 |
| Select 3 credits of Latin American History courses | | 3 |
| Select 3 credits of Asian or African History courses | | 3 |
| Select 3 credits of Pre-1750 History from Any Region courses | | 3 |
| Select 3 credits of Modern European History courses | | 3 |
| <i>In addition, the following special methods sequence is also required:</i> | | |
| EDCI 432 | Secondary Social Studies Methods | 3 |
| EDCI 442 | Secondary Social Studies Methods Practicum | 1 |
| Total Hours | | 34 |

2

Approved Upper Division History Electives to total 33 credits in the teaching major. *Note: A single course may satisfy more than one of the upper-division requirements.*

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Coeur d'Alene
Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the History Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:05:31 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 245

218: ENGLISH TEACHING MAJOR 34 CREDITS

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitche@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:04:38 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:26:45 GMT
Allen Kitchel (akitche): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 15:55:27 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 19:54:41 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:00:08 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:35:12 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 21:39:04 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:08:01 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:24:23 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Apr 19, 2022 by David Barnes (dabarnes)

Date Submitted: Thu, 08 Jun 2023 22:12:19 GMT

Viewing: 218 : English Teaching Major 34 credits

Last approved: Tue, 19 Apr 2022 17:17:55 GMT

Last edit: Tue, 14 Nov 2023 23:04:25 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue a teaching endorsement (teaching major/teaching minor)

Description of Change

Removal of 34-credit English teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

English Teaching Major 34 credits

Program Credits

0

CIP Code

13.1305 - English/Language Arts Teacher Education.

Curriculum:**B. 34-Credit English Teaching Major**

| Code | Title | Hours |
|---|---|-----------|
| ENGL 175 | Literature and Ideas | 3 |
| or ENGL 215 | Introduction to English Studies | |
| ENGL 201 | English Grammar: Key Concepts and Terms | 1 |
| ENGL 241 | Introduction to the Study of Language | 3 |
| ENGL 267 | Survey of British Literature I | 3 |
| or ENGL 278 | Survey of American Literature II | |
| ENGL 277 | Survey of American Literature I | 3 |
| ENGL 278 | Survey of American Literature II | 3 |
| ENGL 309 | Rhetorical Style | 3 |
| ENGL 345 | Shakespeare | 3 |
| ENGL 401 | Writing Workshop for Teachers | 3 |
| ENGL/EDCI 445 | Young Adult Literature (or one 400-level English Literature course) | 3 |
| Select one literature course focusing on multicultural literature: | | 3 |
| ENGL 380 | U.S. Ethnic Literature | |
| ENGL 481 | Women's Literature | |
| ENGL 482 | Major Authors | |
| ENGL 383 | (s) African American Literature | |
| ENGL 384 | Native American and Indigenous Literature | |
| or ENGL 385 | (s) World Literature | |
| In addition, the following special methods sequence is also required: | | |
| EDCI 431 | Secondary English Methods | 3 |
| EDCI 441 | Secondary English Practicum | 1 |
| Total Hours | | 35 |

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene
Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the 34-credit English Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:04:25 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 218

263: MATHEMATICS TEACHING MAJOR 36 CREDITS

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:04:45 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Thu, 05 Oct 2023 19:16:58 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Fri, 06 Oct 2023 03:35:19 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Sat, 07 Oct 2023 01:33:31 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:00:32 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:38:09 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 21:41:42 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:08:46 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:24:31 GMT
Sydney Beal (sbeal): Approved for UCC

Date Submitted: Thu, 08 Jun 2023 22:21:30 GMT

Viewing: 263 : Mathematics Teaching Major 36 credits

Last edit: Tue, 14 Nov 2023 23:05:53 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@UIdaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of 36-credit math teaching major

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

Mathematics Teaching Major 36 credits

Program Credits

0

CIP Code

13.1311 - Mathematics Teacher Education.

Curriculum:**B. 36-37-Credit Mathematics Teaching Major**

| Code | Title | Hours |
|---|---|--------------|
| MATH 170 | Calculus I | 4 |
| MATH 175 | Calculus II | 4 |
| MATH 176 | Discrete Mathematics | 3 |
| MATH 215 | Proof via Number Theory | 3 |
| MATH 330 | Linear Algebra | 3 |
| MATH 427 | Transformational Geometry | 3 |
| MTHE 409 | Algebraic and Functional Reasoning | 3 |
| MATH 390 | Axiomatic Geometry | 3 |
| or MATH 391 | Modern Geometry | |
| MATH 461 | Abstract Algebra I | 3 |
| or MATH 471 | Introduction to Analysis I | |
| Select one of the following: | | 3-4 |
| STAT 251 | Statistical Methods | |
| STAT 301 | Probability and Statistics | |
| MATH 451 | Probability Theory | |
| In addition, the following special methods sequence is also required: | | |
| EDCI 434 | Secondary Mathematics Methods | 3 |
| EDCI 454 | Secondary Mathematics Methods Practicum | 1 |
| Total Hours | | 36-37 |

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Coeur d'Alene
Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the 33-credit Math Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:05:53 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 263

322: CHEMISTRY TEACHING MAJOR

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitche@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:04:46 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:27:00 GMT
Allen Kitchel (akitche): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 15:55:38 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 19:55:45 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:01:57 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:38:22 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 21:43:13 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:09:13 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:24:41 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Mar 24, 2022 by David Barnes (dabarnes)

Date Submitted: Thu, 08 Jun 2023 22:07:38 GMT

Viewing: 322 : Chemistry Teaching Major

Last approved: Thu, 24 Mar 2022 16:08:04 GMT

Last edit: Tue, 14 Nov 2023 23:06:38 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@UIdaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of Chemistry teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

Chemistry Teaching Major

Program Credits

0

CIP Code

13.1323 - Chemistry Teacher Education.

Curriculum:*Note: See the physics and mathematics prerequisites for the chemistry courses listed below.***A. 45-Credit Chemistry Teaching Major**

| Code | Title | Hours |
|--|---|--------------|
| BIOL 114 | Organisms and Environments | 4 |
| CHEM 111 | General Chemistry I | 3 |
| CHEM 111L | General Chemistry I Laboratory | 1 |
| CHEM 112 | General Chemistry II | 4 |
| CHEM 112L | General Chemistry II Laboratory | 1 |
| CHEM 253 | Quantitative Analysis | 3 |
| CHEM 254 | Quantitative Analysis: Lab | 2 |
| CHEM 302 | Principles of Physical Chemistry | 3 |
| CHEM 303 | Principles of Physical Chemistry Lab | 1 |
| MATH 170 | Calculus I | 4 |
| PHYS 111 | General Physics I | 3 |
| PHYS 111L | General Physics I Lab | 1 |
| PHYS 112 | General Physics II | 3 |
| PHYS 112L | General Physics II Lab | 1 |
| Select one Chemistry Elective | | 3 |
| Select one of the following groups: | | 8-10 |
| Group A: | | |
| BIOL 380 & BIOL 382 | Biochemistry I and Biochemistry I Laboratory | |
| CHEM 275 & CHEM 276 | Carbon Compounds and Carbon Compounds Lab | |
| Group B: | | |
| CHEM 277 & CHEM 278 | Organic Chemistry I and Organic Chemistry I: Lab | |
| CHEM 372 & CHEM 374 | Organic Chemistry II and Organic Chemistry II: Lab | |
| In addition to the above, the following special methods sequence is also required: | | |
| EDCI 433 | Secondary Science Methods | 3 |
| EDCI 443 | Secondary Science Methods Practicum | 1 |
| Total Hours | | 49-51 |

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene
Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the Chemistry Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:06:38 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 322

326: EARTH SCIENCE TEACHING MAJOR

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitche@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:04:48 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:27:05 GMT
Allen Kitchel (akitche): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 15:55:46 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 19:56:31 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:02:03 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:38:32 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 21:44:39 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:09:37 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:24:58 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Apr 19, 2022 by David Barnes (dabarnes)

Date Submitted: Thu, 08 Jun 2023 22:09:07 GMT

Viewing: 326 : Earth Science Teaching Major

Last approved: Tue, 19 Apr 2022 17:13:37 GMT

Last edit: Tue, 14 Nov 2023 23:06:49 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of Earth Science Teaching Major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

Earth Science Teaching Major

Program Credits

0

CIP Code

13.1316 - Science Teacher Education/General Science Teacher Education.

Curriculum:

Due to extensive course overlap, earth science majors may NOT select geology as a teaching minor.

45-Earth Science Teaching Major

Completion of the Earth Science Teaching Major involves completion of the following required courses and three or more advisor-approved elective courses to total 45 credits.

| Code | Title | Hours |
|---|---|-------|
| CHEM 111 | General Chemistry I | 3 |
| CHEM 111L | General Chemistry I Laboratory | 1 |
| GEOG 301 | Meteorology | 3 |
| GEOG 313 | Global Climate Change | 3 |
| GEOL 102 | Historical Geology | 3 |
| GEOL 102L | Historical Geology Lab | 1 |
| GEOL 309 | Ground Water Hydrology | 3 |
| GEOL 324 | Principles of Stratigraphy and Sedimentation | 4 |
| GEOL 335 | Geomorphology | 3 |
| PHYS 103 | General Astronomy | 3 |
| PHYS 104 | Astronomy Lab | 1 |
| PHYS 111 | General Physics I | 3 |
| PHYS 111L | General Physics I Lab | 1 |
| Select one of the following: | | 4 |
| GEOL 101 & 101L | Physical Geology and Physical Geology Lab | |
| GEOL 111 & 111L | Physical Geology for Science Majors and Physical Geology for Science Majors Lab | |
| Select 9 credits of Advisor Approved Science electives: | | 9 |
| GEOL 212 | Dinosaurs and Prehistoric Life | |
| GEOL 249 | Mineralogy and Optical Mineralogy | |
| GEOL 326 | Igneous and Metamorphic Petrology | |
| GEOL 344 | Earthquakes | |
| GEOL 345 | Structural Geology | |
| GEOL 361 | Geology and the Environment | |
| GEOL 410 | Groundwater Field Methods | |
| GEOL 423 | Principles of Geochemistry | |

Total Hours**45**

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene
Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the Earth Science Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:06:49 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 326

335: GEOGRAPHY TEACHING MAJOR

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:05:00 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:30:31 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 16:16:11 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 19:53:43 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:02:44 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:39:01 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 22:05:57 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:10:44 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:08 GMT
Sydney Beal (sbeal): Approved for UCC

Date Submitted: Thu, 08 Jun 2023 22:14:20 GMT

Viewing: 335 : Geography Teaching Major

Last edit: Tue, 14 Nov 2023 23:09:20 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of Geography teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

Geography Teaching Major

Program Credits

0

CIP Code

13.1332 - Geography Teacher Education.

Curriculum:**A. 28-Credit Geography Teaching Major**

| Code | Title | Hours |
|---|--|-----------|
| GEOG 100 | Introduction to Planet Earth | 3 |
| GEOG 100L | Introduction to Planet Earth Lab | 1 |
| GEOG 165 | Human Geography | 3 |
| GEOG 200 | World Cultures and Globalization | 3 |
| GEOG 385 | Foundations of GIS | 3 |
| Select five courses from the following: | | 15 |
| GEOG 330 | Urban Geography | |
| GEOG 345 | Global Economic Geography | |
| GEOG 360 | Population Dynamics and Distribution (Max 4 credits) | |
| GEOG 365 | Geopolitics and Conflict | |
| GEOG 390 | Cartographic Design & Geovisualization | |
| GEOG 401 | Climatology | |
| Total Hours | | 28 |

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Coeur d'Alene
Moscow

Student Learning Outcomes**Have learning outcomes changed?**

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the Geography Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:09:20 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 335

329: ENGLISH TEACHING MAJOR 46 CREDITS

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:04:50 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:27:37 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 15:59:59 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 19:59:15 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:02:10 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:38:42 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 21:46:02 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:09:56 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:02 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Apr 19, 2022 by David Barnes (dabarnes)

Date Submitted: Thu, 08 Jun 2023 22:10:29 GMT

Viewing: 329 : English Teaching Major 46 credits

Last approved: Tue, 19 Apr 2022 17:17:28 GMT

Last edit: Tue, 14 Nov 2023 23:07:49 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of 46 credit English teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

English Teaching Major 46 credits

Program Credits

0

CIP Code

13.1305 - English/Language Arts Teacher Education.

Curriculum:**A. 46-Credit English Teaching Major**

| Code | Title | Hours |
|--|---|-------|
| ENGL 175 | Literature and Ideas | 3 |
| or ENGL 215 | Introduction to English Studies | |
| ENGL 201 | English Grammar: Key Concepts and Terms | 1 |
| ENGL 241 | Introduction to the Study of Language | 3 |
| ENGL 309 | Rhetorical Style | 3 |
| ENGL 267 | Survey of British Literature I | 3 |
| or ENGL 268 | Survey of British Literature II | |
| ENGL 277 | Survey of American Literature I | 3 |
| ENGL 278 | Survey of American Literature II | 3 |
| ENGL 345 | Shakespeare | 3 |
| ENGL 401 | Writing Workshop for Teachers | 3 |
| ENGL/EDCI 445 | Young Adult Literature (or one 400-Level English Literature Course) | 3 |
| ENGL 496 | History of the English Language | 3 |
| Select two 400-level English area courses | | 6 |
| Select one of the following: | | 3 |
| ENGL 208 | Personal & Exploratory Writing | |
| ENGL 291 | Beginning Poetry Writing | |
| ENGL 292 | Beginning Fiction Writing | |
| ENGL 293 | Beginning Nonfiction Writing | |
| Select one literature course focusing on multicultural literature: | | 3 |
| ENGL 380 | U.S. Ethnic Literature | |
| ENGL 481 | Women's Literature | |
| ENGL 482 | Major Authors | |
| ENGL 383 | (s) African American Literature | |
| ENGL 384 | Native American and Indigenous Literature | |
| ENGL 385 | (s) World Literature | |
| In addition, the following special methods sequence is also required | | |
| EDCI 431 | Secondary English Methods | 3 |
| EDCI 441 | Secondary English Practicum | 1 |

Total Hours**47**

337: GERMAN TEACHING MAJOR

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitche@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:05:02 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:30:35 GMT
Allen Kitchel (akitche): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 16:16:13 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 20:00:48 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:02:50 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:39:10 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 22:07:50 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:11:02 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:11 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Jul 7, 2021 by Amy Kingston (amykingston)

Date Submitted: Thu, 08 Jun 2023 22:16:32 GMT

Viewing: 337 : German Teaching Major

Last approved: Wed, 07 Jul 2021 21:35:25 GMT

Last edit: Tue, 14 Nov 2023 23:09:32 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of German teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

German Teaching Major

Program Credits

45

CIP Code

13.1326 - German Language Teacher Education.

Curriculum:

Basic language courses taken in high school or elsewhere may be evaluated for college equivalences as part of this teaching major and minor. Consult the Department of Modern Languages & Cultures (<https://catalog.uidaho.edu/colleges-related-units/letters-arts-social-sciences/global-studies/>) for policies on earning credit for vertically-related courses.

A. 45-Credit German Teaching Major

| Code | Title | Hours |
|--|--|-----------|
| ENGL 241 | Introduction to the Study of Language | 3 |
| FLEN 324 | Topics in German Literature in Translation | 3 |
| GERM 101 | Elementary German I | 4 |
| GERM 102 | Elementary German II | 4 |
| GERM 201 | Intermediate German I | 4 |
| GERM 202 | Intermediate German II | 4 |
| GERM 301 | German Reading and Writing | 3 |
| GERM 302 | German Listening and Speaking | 3 |
| Select approved Upper Division German Electives ¹ | | 17 |
| Total Hours | | 45 |

| Code | Title | Hours |
|--|--|-------|
| In addition, the following special methods sequence is required for the Secondary Education major: | | |
| EDCI 447 | Second Language Teaching Methods Practicum | 1 |
| EDCI 449/549 | Second Language Teaching Methods | 3 |

1

German electives should include at least one 400-level course, to total 45 credits in the teaching major.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the German Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:09:32 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 337

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the 46-credit English Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:07:49 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 329

339: HISTORY TEACHING MAJOR 45 CREDITS

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:05:04 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:30:39 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 16:16:16 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 20:02:11 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:03:09 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:39:18 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 22:09:24 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:11:20 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:14 GMT
Sydney Beal (sbeal): Approved for UCC

Date Submitted: Thu, 08 Jun 2023 22:18:35 GMT

Viewing: 339 : History Teaching Major 45 credits

Last edit: Tue, 14 Nov 2023 23:09:45 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of 45-credit History teaching major

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

History Teaching Major 45 credits

Program Credits

0

CIP Code

13.1328 - History Teacher Education.

Curriculum:**A. 45-Credit History Teaching Major**

| Code | Title | Hours |
|--|--|-----------|
| HIST 101 | World History I | 3 |
| HIST 102 | World History II | 3 |
| HIST 111 | United States History I | 3 |
| HIST 112 | United States History II | 3 |
| HIST 290 | The Historian's Craft | 3 |
| Upper-Division History Courses | | |
| Select 3 credits of Non-Regional U.S. History courses | | 3 |
| Select 3 credits of Latin American History courses | | 3 |
| Select 3 credits of Asian or African History courses | | 3 |
| Select 3 credits of Pre-1750 History from Any Region courses | | 3 |
| Select 3 credits of American Non-European Ethnic History courses | | 3 |
| Select 3 credits of Modern European History courses | | 3 |
| Additional Upper-Division History Courses ¹ | | 9 |
| <i>In addition, the following special methods sequence is also required:</i> | | |
| EDCI 432 | Secondary Social Studies Methods | 3 |
| EDCI 442 | Secondary Social Studies Methods Practicum | 1 |
| Total Hours | | 46 |

1

Approved Upper Division History Electives to total 45 credits in the teaching major. *Note: A single course may satisfy more than one of the upper-division requirements.*

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the History Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:09:45 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 339

342: MATHEMATICS TEACHING MAJOR 51 CREDITS

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:05:06 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:37:58 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 16:16:04 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 20:02:56 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:03:15 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:39:28 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 22:10:46 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:11:41 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:19 GMT
Sydney Beal (sbeal): Approved for UCC

Date Submitted: Thu, 08 Jun 2023 22:22:27 GMT

Viewing: 342 : Mathematics Teaching Major 51 credits

Last edit: Tue, 14 Nov 2023 23:09:57 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of 51-credit math teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

Mathematics Teaching Major 51 credits

Program Credits

0

CIP Code

13.1311 - Mathematics Teacher Education.

Curriculum:

MATH 143 and MATH 144 may be necessary prerequisites for students with weak backgrounds.

A. 51-52-Credit Mathematics Teaching Major

| Code | Title | Hours |
|---|--|--------------|
| CS 112 | Computational Thinking and Problem Solving | 3 |
| MATH 170 | Calculus I | 4 |
| MATH 175 | Calculus II | 4 |
| MATH 176 | Discrete Mathematics | 3 |
| MATH 215 | Proof via Number Theory | 3 |
| MATH 275 | Calculus III | 3 |
| MATH 330 | Linear Algebra | 3 |
| MATH 388 | History of Mathematics | 3 |
| MATH 427 | Transformational Geometry | 3 |
| MTHE 409 | Algebraic and Functional Reasoning | 3 |
| MATH 461 | Abstract Algebra I | 3 |
| MATH 471 | Introduction to Analysis I | 3 |
| MATH 390 | Axiomatic Geometry | 3 |
| or MATH 391 | Modern Geometry | |
| Select one of the following: | | 3-4 |
| STAT 251 | Statistical Methods | |
| STAT 301 | Probability and Statistics | |
| MATH/STAT 451 | Probability Theory | |
| Select one of the following: | | 3 |
| MATH 430 | Advanced Linear Algebra | |
| MATH 452 | Mathematical Statistics | |
| MATH 453 | Stochastic Models | |
| MATH 462 | Abstract Algebra II | |
| MATH 472 | Introduction to Analysis II | |
| MATH 476 | Combinatorics | |
| In addition, the following special methods sequence is also required: | | |
| EDCI 434 | Secondary Mathematics Methods | 3 |
| EDCI 454 | Secondary Mathematics Methods Practicum | 1 |
| Total Hours | | 51-52 |

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the 51-credit Math Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:09:57 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 342

345: PHYSICS TEACHING MAJOR

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:05:08 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:31:04 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 16:16:20 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 20:04:04 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:03:20 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:39:40 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 22:12:12 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:12:17 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:23 GMT
Sydney Beal (sbeal): Approved for UCC

Date Submitted: Thu, 08 Jun 2023 22:23:47 GMT

Viewing: 345 : Physics Teaching Major

Last edit: Tue, 14 Nov 2023 23:10:21 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of Physics teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

Physics Teaching Major

Program Credits

0

CIP Code

13.1329 - Physics Teacher Education.

Curriculum:**A. 45-Credit Physics Teaching Major**

| Code | Title | Hours |
|--|---|-----------|
| BIOL 114 | Organisms and Environments | 4 |
| MATH 170 | Calculus I | 4 |
| MATH 175 | Calculus II | 4 |
| MATH 275 | Calculus III | 3 |
| PHYS 103 | General Astronomy | 3 |
| PHYS 211 | Engineering Physics I | 3 |
| PHYS 211L | Laboratory Physics I | 1 |
| PHYS 212 | Engineering Physics II | 3 |
| PHYS 212L | Laboratory Physics II | 1 |
| PHYS 213 | Engineering Physics III | 3 |
| PHYS 305 | Modern Physics | 3 |
| PHYS 411 | Advanced Physics Lab | 4 |
| Select one of the following: | | 4 |
| CHEM 101 & 101L | Introduction to Chemistry and Introduction to Chemistry Laboratory | |
| CHEM 111 & 111L | General Chemistry I and General Chemistry I Laboratory | |
| Select approved upper division Physics electives to total 45 credits in the teaching major | | 5 |
| In addition, the following special methods sequence is also required: | | |
| EDCI 433 | Secondary Science Methods | 3 |
| EDCI 443 | Secondary Science Methods Practicum | 1 |
| Total Hours | | 49 |

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene
Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the Physics Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:10:21 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 345

350: SPANISH TEACHING MAJOR

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitche@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:05:11 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:32:28 GMT
Allen Kitchel (akitche): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 16:16:36 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 20:06:18 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:03:59 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:40:16 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 22:14:33 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:12:55 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:29 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Jul 7, 2021 by Amy Kingston (amykingston)

Date Submitted: Thu, 08 Jun 2023 22:30:57 GMT

Viewing: 350 : Spanish Teaching Major

Last approved: Wed, 07 Jul 2021 21:35:46 GMT

Last edit: Tue, 14 Nov 2023 23:12:31 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of Spanish teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

Spanish Teaching Major

Program Credits

45

CIP Code

13.1330 - Spanish Language Teacher Education.

Curriculum:

Basic language courses taken in high school or elsewhere may be evaluated for college equivalencies as part of this teaching major and minor. Consult the Department of Modern Languages & Cultures (<https://catalog.uidaho.edu/colleges-related-units/letters-arts-social-sciences/global-studies/>) for policies on credit for vertically-related courses.

A. 45-Credit Spanish Teaching Major

| Code | Title | Hours |
|---|---|-----------|
| SPAN 101 | Elementary Spanish I | 4 |
| SPAN 102 | Elementary Spanish II | 4 |
| SPAN 201 | Intermediate Spanish I | 4 |
| SPAN 202 | Intermediate Spanish II | 4 |
| SPAN 301 | Advanced Grammar | 3 |
| SPAN 302 | Advanced Composition | 3 |
| SPAN 305 | Culture and Institutions of Spain | 3 |
| SPAN 306 | Culture and Institutions of Latin America | 3 |
| Select 17 credits of Upper-division Spanish language courses ¹ | | 17 |
| Total Hours | | 45 |

| Code | Title | Hours |
|--|--|-------|
| In addition, the following special methods sequence is required for the Secondary Education major: | | |
| EDCI 447 | Second Language Teaching Methods Practicum | 1 |
| EDCI 449/549 | Second Language Teaching Methods | 3 |

1

9 credits must be at 400 level to total 45 credits in the teaching major. A maximum of 3 credits in FLEN 391 Hispanic Film or FLEN 394 Latin American Literature in Translation may be counted toward a teaching major in Spanish.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the Spanish Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:12:31 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 350

347: POLITICAL SCIENCE TEACHING MAJOR

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:05:10 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:32:16 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 16:16:23 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 20:04:47 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:03:54 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:39:48 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 22:13:04 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:12:38 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:26 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Feb 24, 2022 by David Barnes (dabarnes)
2. Apr 5, 2023 by Sydney Beal (sbeal)

Date Submitted: Thu, 08 Jun 2023 22:24:48 GMT

Viewing: 347 : Political Science Teaching Major

Last approved: Wed, 05 Apr 2023 17:49:29 GMT

Last edit: Tue, 14 Nov 2023 23:12:21 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of Political Science teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

Political Science Teaching Major

Program Credits

0

CIP Code

13.1317 - Social Science Teacher Education.

Curriculum:**A. 30-Credit Political Science Teaching Major**

A minimum of 30 credits in political science courses is required with an additional 6 credits in US history necessary for certification. Courses listed in more than one field may be counted in only one of those fields. Substitutions in specific courses may be made with the consent of the advisor.

| Code | Title | Hours |
|---|---|--------------|
| POLS 101 | American National Government | 3 |
| Select 6 credits of U.S. History electives | | 6 |
| Select 9-12 credits from the following: | | 9-12 |
| POLS 437 | American Presidency | |
| Select at least 3 credits of Comparative Government and Politics courses from the following: | | 3 |
| POLS 381 | European Politics | |
| POLS 480 | Politics of Development | |
| POLS 487 | Political Violence and Revolution | |
| Select at least 3 credits of International Relations courses from the following: | | 3 |
| POLS 237 | Introduction to International Politics | |
| POLS 440 | International Organizations and International Law | |
| POLS 449 | World Politics and War | |
| Select at least 3 credits of Public Administration and Public Law courses from the following: | | 3 |
| POLS 451 | Public Administration | |
| POLS 467 | Constitutional Law | |
| POLS 468 | Civil Liberties | |
| Select at least 3 credits of Political Thought courses from the following: | | 3 |
| PHIL 427 | History of Political Philosophy II | |
| POLS 428 | American Political Thought | |
| In addition, the following special methods sequence is also required: | | |
| EDCI 432 | Secondary Social Studies Methods | 3 |
| EDCI 442 | Secondary Social Studies Methods Practicum | 1 |
| Total Hours | | 34-37 |

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the Political Science Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:12:21 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 347

333: FRENCH TEACHING MAJOR

In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. TECC (tcraney@uidaho.edu)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
13. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:04:57 GMT
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 03 Oct 2023 15:28:20 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Tue, 03 Oct 2023 16:16:07 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
4. Thu, 05 Oct 2023 20:00:02 GMT
Mary Stout (mstout): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:02:16 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:38:50 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 07 Nov 2023 21:59:12 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 15 Nov 2023 19:10:17 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Tue, 28 Nov 2023 18:25:05 GMT
Sydney Beal (sbeal): Approved for UCC
10. Tue, 28 Nov 2023 18:28:41 GMT
Taylor Raney (tcraney): Approved for TECC

History

1. Jul 7, 2021 by Amy Kingston (amykingston)

Date Submitted: Thu, 08 Jun 2023 22:13:16 GMT

Viewing: 333 : French Teaching Major

Last approved: Wed, 07 Jul 2021 21:35:09 GMT

Last edit: Tue, 14 Nov 2023 23:08:50 GMT

Changes proposed by: Taylor Raney

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Taylor Raney | tcraney@uidaho.edu |

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Removal of French teaching major option

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Curriculum & Instruction

Effective Catalog Year

2024-2025

Program Title

French Teaching Major

Program Credits

45

CIP Code

13.1325 - French Language Teacher Education.

Curriculum:

Basic language courses taken in high school or elsewhere may be evaluated for college equivalencies as part of this teaching major and minor. Consult the Department of Modern Languages & Cultures (<https://catalog.uidaho.edu/colleges-related-units/letters-arts-social-sciences/global-studies/>) for policies on earning credit for vertically-related courses.

A. 45-Credit French Teaching Major

| Code | Title | Hours |
|--|---|--------------|
| FREN 101 | Elementary French I | 4 |
| FREN 102 | Elementary French II | 4 |
| FREN 201 | Intermediate French I | 4 |
| FREN 202 | Intermediate French II | 4 |
| FREN 301 | Advanced French Grammar | 3 |
| FREN 302 | Advanced French Writing Skills | 3 |
| FREN 304 | Connecting French Language and Culture | 3 |
| FREN 408 | French and Francophone Culture and Institutions | 3 |
| FREN 449 | Practicum in Tutoring | 1 |
| Select electives from the following: | | 7-10 |
| ENGL 241 | Introduction to the Study of Language | |
| FLEN 243 | English Word Origins | |
| Approved Upper-Division Course in Literature | | |
| Approved Upper-Division French Electives | | |
| Approved upper division French Electives to total 45 credits | | 9 |
| Total Hours | | 45-48 |

| Code | Title | Hours |
|--|--|-------|
| In addition, the following special methods sequence is required for the Secondary Education Major. | | |
| EDCI 447 | Second Language Teaching Methods Practicum | 1 |
| EDCI 449/549 | Second Language Teaching Methods | 3 |

Approved upper division French electives to total 45 credits in the teaching major.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Moscow

Student Learning Outcomes**Have learning outcomes changed?**

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Curriculum and Instruction proposes removal of the French Teaching Major. Teacher education students are required to complete either a 45-credit single endorsement or two endorsements of 30- and 20-credits. This change will make the requirement the 20-credit endorsement plus 10 or 25 credits, as applicable. Teacher education students will complete the same number of credits in their discipline, but after the 20 required for the current "teaching minor," they will have the flexibility to select courses with their advisor that best prepare them for the 6-12 classroom.

Reviewer Comments

Sydney Beal (sbeal) (Tue, 14 Nov 2023 23:08:50 GMT): This proposal was submitted as an edit when it should have been submitted as a program discontinuation. Due to this, once the workflow has been completed, the proposal will be resubmitted as a discontinuation with this proposal attached in order to be entered correctly into the CIM and Banner systems (see the Biological Sciences Teaching Major proposal as an example).

Key: 333

108: ACADEMIC REQUIREMENTS FOR GRADUATE ADMISSION CONCERNING LETTERS OF RECOMMENDATION

In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
3. SEM Review (dkahler@uidaho.edu)
4. Ready for UCC (disable)
5. UCC (none)
6. Post-UCC Registrar (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
8. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
9. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 17 Oct 2023 19:40:07 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Wed, 25 Oct 2023 16:51:06 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
3. Mon, 13 Nov 2023 17:13:32 GMT
Sydney Beal (sbeal): Approved for SEM Review
4. Wed, 15 Nov 2023 19:15:24 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
5. Tue, 28 Nov 2023 20:17:50 GMT
Sydney Beal (sbeal): Approved for UCC
6. Fri, 01 Dec 2023 22:29:00 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Fri, 06 Oct 2023 21:30:43 GMT

Viewing: Academic Requirements for Graduate Admission concerning letters of recommendation

Last edit: Fri, 06 Oct 2023 21:30:42 GMT

Changes proposed by: Stephanie Thomas

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|---------------|
| Stephanie | Thomas |

Request Type

Other

Effective Catalog Year

2024-2025

Title

Academic Requirements for Graduate Admission concerning letters of recommendation

Request Details

Graduate Council voted on April 19, 2023 to remove the mandatory three letters of recommendation as part of the application and allow the programs to decide how many and what type/format of reference they would like to evaluate their prospective students. They are no longer bound by the static written letters. The minutes from Grad Councils vote and the marked up changes are attached for reference.

The sections in the catalog should read as follows:

Academic Requirements for Graduate Admission

Students who satisfy all criteria listed below will be considered for graduate admission to the University of Idaho:

1. Have a bachelor's degree from a regionally accredited U.S. college or university or recognized international institution. If the degree is not from a regionally accredited institution, the application may be reviewed by the department and by the College of Graduate Studies.

Or Have completed three years of undergraduate study in an international accredited institution which has a Memorandum of Understanding in place with the University of Idaho for a cooperative 3+2 program leading to a graduate degree. Cooperative 3+2 programs may have higher entrance requirements. (see COGS website for a list of 3+2 programs).

2. Have an undergraduate cumulative grade-point average of 3.00 or higher or an undergraduate grade-point average of 3.00 or higher for the last 60 semester credits (or 90 quarter credits),

3. Have maintained at least a 3.00 grade-point average in subsequent academic work if any, and

4. Have met any additional requirements set forth by the department or program which may be required. Please, review the graduate admissions website for specific departmental/program requirements at www.uidaho.edu/admissions/graduate.

5. Have been reviewed and recommended for acceptance by the academic unit administering the program in which the student seeks to enroll. For

individual academic unit admission requirements, please refer to individual department sections of this catalog or consult the Graduate Admissions website at www.uidaho.edu/admissions/graduate.

The College of Graduate Studies requires all applicants to provide a one to two-page Statement of Career Objectives, a curriculum vitae/resume, and transcripts from all colleges/universities attended. Recommendation letters or other type of references to support the application may be required by departments. Please see the individual program or department web page for reference requirements. A list of programs can be found here. <https://www.uidaho.edu/admissions/graduate/graduate-programs>.

Transcripts and Application for Graduate Admission

Students wishing to enter the College of Graduate Studies must submit a University of Idaho application for admission, a one to two page statement of career objectives, a curriculum vitae/resume, and transcripts from all colleges/universities attended. Recommendation letters or other types of references to support the application may be required by departments. Please see the individual program or department web page for reference material requirements. A list of programs can be found here. <https://www.uidaho.edu/admissions/graduate/graduate-programs>

A copy of the official transcript (and English translation for all foreign language documents) for every college and university the applicant attended is acceptable for the application review process. Applicants may upload copies of official transcripts and translations via the online application. Uploaded transcripts must be legible; illegible transcripts will not be processed. COGS recommends scanning at 600 dpi resolution.

Official transcripts of all college work will be required at the point of admission and must be sent directly to the Graduate Admissions Office. Applicants who have already earned a graduate degree from a regionally accredited U.S. institution and are seeking a graduate degree at Idaho will only need to submit official transcripts from the graduate degree granting institution. All documents received as part of the application process become part of the official Graduate Admissions application file.

Supporting Documents

LOR updated language LOR - Draft (002).docx

2023-04-19GraduateCouncilMinutescorrectionweb.pdf

Key: 108

Academic Requirements for Graduate Admission

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1. Have a bachelor's degree from a regionally accredited U.S. college or university or recognized international institution. If the degree is not from a regionally accredited institution, the application may be reviewed by the department and by the College of Graduate Studies.

Or

Have completed three years of undergraduate study in an international accredited institution which has a Memorandum of Understanding in place with the University of Idaho for a cooperative 3+2 program leading to a graduate degree. Cooperative 3+2 programs may have higher entrance requirements. (see [COGS](#) website for a list of 3+2 programs).

2. Have an undergraduate cumulative grade-point average of 3.00 or higher or an undergraduate grade-point average of 3.00 or higher for the last 60 semester credits (or 90 quarter credits),
3. Have maintained at least a 3.00 grade-point average in subsequent academic work if any, and
4. Have met any additional requirements set forth by the department or program which may be required. Please, review the graduate admissions website for specific departmental/program requirements at www.uidaho.edu/admissions/graduate.
5. Have been reviewed and recommended for acceptance by the academic unit administering the program in which the student seeks to enroll. For

individual academic unit admission requirements, please refer to individual department sections of this catalog or consult the Graduate Admissions website at www.uidaho.edu/admissions/graduate.

The College of Graduate Studies requires all applicants to provide ~~three letters of recommendation~~, a one to two-page Statement of Career Objectives, a [curriculum vitae/resume/curriculum vitae](#), and ~~academic record transcripts~~ ~~of~~ ~~from~~ all colleges/universities attended. ~~Recommendation letters or other type of references documents/evidence to support the application may be required by departments. Please see the individual program or department web page for letter of recommendation reference requirements. A list of programs can be found here~~ <https://www.uidaho.edu/admissions/graduate/graduate-programs>.

Transcripts and Application for Graduate Admission

Students wishing to enter the College of Graduate Studies must submit a University of Idaho application for admission, ~~three letters of recommendation from professional/academic references~~, a ~~one to two page~~ statement of career objectives, a [curriculum vitae/resume](#), and transcripts ~~of~~ ~~from~~ all colleges/universities attended ~~work~~. ~~Recommendation letters or other types of references to support the application may be required by departments. Please see the individual program or department web page for letter of recommendation reference material requirements. A list of programs can be found here.~~

A copy of the official transcript (and English translation for all foreign language documents) for every college and university the applicant attended is acceptable for the application review process. Applicants may upload copies of official transcripts and translations via the online application. Uploaded transcripts must be legible; illegible transcripts will not be processed. COGS recommends scanning at 600 dpi resolution.

Official transcripts of all college work will be required at the point of admission and must be sent directly to the Graduate Admissions Office. Applicants who have already earned a graduate degree from a regionally accredited U.S. institution and are seeking a graduate degree at Idaho will only need to submit official transcripts from the graduate degree granting institution. All documents received as part of the application process become part of the official Graduate Admissions application file.

Graduate Council Meeting Minutes
New date 4/19/2023– 3:30-5:00 p.m.

ZOOM LINK: XXXXXX

| | | | | | |
|----|-------------------------------|---|---|----|---|
| x | Jerry McMurtry | x | Evan Williamson (Library) | x | Grant Harley (COS) 2024 |
| x | Chris Ludwig (EHHS) 2024 | x | Pedram Rezamand (At-Large/CALS) 2023 | x | John Cannon (At-Large/EHHS Boise) 2025 |
| x | Linda Chen (CBE) 2023 | x | Kelly Quinnett (CLASS) 2023 | Ex | Ata Zadehgol for Eric Wolbrecht (ENGR) 2025 |
| Ex | Greg Turner-Rahman (CAA) 2025 | x | Leda Kobziar for Kerri Vierling (CNR/ENVS) 2023 | Ex | Carson Silsby (GPSA) |
| x | Paul Hohenlohe (UWP) 2024 | x | Dan Strawn (CALS) 2023 | x | Adamarie Marquez Acevedo (GPSA) |
| x | Sarah Wu (At Large/ENGR) 2024 | | | | |

- I. Minutes from 03/08/2022 (Vote: 10, 0, 1 to approve)

- II. Announcements
 - a. The Dean’s updates: COGS position opening and kudos to Grad Admissions for handling the high volume with a smaller crew.
 - b. There could be a \$1.20 increase for TAs to keep the salaries moving forward but waiting on SBOE April 26 for final confirmation of amount.
 - c. Linda Chen, going on sabbatical, Jeff B. from business is a possible replacement, if necessary, but we will send out an announcement to the deans for replacements for those rolling off 2023. Thanks Dan, Kelly, Linda, Leda/Kerri and Pedram!
 - d. Evan: Asked about the cost per course requirement to be placed in the catalog and whether that is a requirement for COGS. Jerry was going to inquire.
 - e. Strategic Enrollment Plan: Subgroup, Grad Recruitment-GC will be the body to review the Action Planning. Nice cross-section of the university to give feedback as SEP committee. We’ll send out your feedback by the end of the school year.
 - f. New 4+1s and a workshop tomorrow.

- III. Old Business
 - a. Academic requirements language-LOR recommendations-attached. Moved to Vote: 12, 0, 1
 - b. FSH 1700 2.1 revisited after committee review-See attached. Decision regarding senior instructors to serve on Grad Comm, up to dean of COGS. Moved to Vote (9 approved, 0 against, 2 abstentions)

- IV. New Business

Discussion:

 - a. TA Resource allocation: RECOMMENDED CRITERIA AND PROCESS draft review (attached) As UI charges toward R1, with growing PhD numbers, conferrals should continue to grow too, but it takes 5-7 years to increase the conferral rate. UI is going in the right direction.
 Discussion: Metric model for interdisciplinary degrees. Covering the high enrollment courses and labs, two aspects of the model might create inaccuracies in allocations and need. Student metrics go to MP, but not university metrics, they are department/college counted. Also, potential students are not encouraged to apply if no funding is available, so it skews the numbers. How do we capture that? State-funded RA positions in the future are a possibility. Narrative around R1 classification discussed. How is it inclusive of teaching faculty?

- Why R1? How does it affect us? Visibility. Investments surrounding the charge to R1 help all areas and make us more competitive and increasing support for recruitment to increase enrollment will move more students to completion. Programs with high need for TA, don't always have RA opportunities. Currently, positions are just historical allocated. We need to be creative about programs to increase access to more students. Break the mold!
- b. Adding the restriction for 4+1 to get a TA. The program was not intended to support these students on assistantships but to give Idaho residents a tuition break and pathway to a non-thesis MS in one year. Vote for a restriction on teaching assistantships for all 4+1 students. Moved to Vote: (10, 1, 1) Approved to restrict assistantships to 4+1 students.
 - c. UWP representative language should keep UWP representation.
in 1700 ARTICLE VI. GRADUATE COUNCIL, Section 2 and section 2b. [1700 - Bylaws of the Faculty of the College of Graduate Studies \(uidaho.edu\)](http://uidaho.edu)
 - d. Master of Arts in Teaching (M.A.T.) Mathematics (attached). Distinguish the 2 different MAT programs independently and accurately. John 1st, Pedram 2nd. Discussion: 10, 0, 1 approved,
 - e. Low GPA graduate applications: suggestions (example files will be shown at the meeting) Do we need a process for the student and dept to petition Jerry's denial? Evidence that low GPAs finish? Accreditation agency double app process...contingency for summer...waiting for additional coursework...looking for reasons to admit. 2nd level of review? MP Advocacy important. Decision, dept can then appeal or clarification. Puts a process to facilitate better outcome. Suggest in person and written advocacy. Opinion from council is to reconsider case. but upholding standards and integrity is important. Checks and balances are important so we should develop an appeal procedure. Bring back at the next meeting.

Adjourned 5:00 PM

266: KINESIOLOGY AND LEISURE SCIENCES (MS)

In Workflow

1. Registrar's Office (none)
2. 105 Chair (pwscruggs@uidaho.edu)
3. 15 Curriculum Committee Chair (akitche@uidaho.edu)
4. 15 Dean (bblevins@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
6. Assessment (panttaja@uidaho.edu)
7. Curriculum Review (Curriculum Review@uidaho.edu)
8. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (disable)
11. UCC (none)
12. Post-UCC Registrar (none)
13. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
14. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
15. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Wed, 06 Sep 2023 16:10:07 GMT
Sydney Beal (sbeal): Approved for Registrar's Office
2. Wed, 06 Sep 2023 16:34:48 GMT
Philip Scruggs (pwscruggs): Approved for 105 Chair
3. Tue, 03 Oct 2023 15:56:54 GMT
Allen Kitchel (akitche): Approved for 15 Curriculum Committee Chair
4. Tue, 03 Oct 2023 18:46:14 GMT
Brooke Blevins (bblevins): Approved for 15 Dean
5. Sat, 07 Oct 2023 01:20:18 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
6. Mon, 09 Oct 2023 18:24:55 GMT
Dean Panttaja (panttaja): Approved for Assessment
7. Wed, 11 Oct 2023 20:01:50 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
8. Fri, 13 Oct 2023 17:44:49 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
9. Tue, 17 Oct 2023 17:06:53 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
10. Wed, 08 Nov 2023 17:20:44 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
11. Wed, 29 Nov 2023 00:39:11 GMT
Sydney Beal (sbeal): Approved for UCC
12. Fri, 01 Dec 2023 22:29:18 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar

History

1. Aug 31, 2021 by Joana Espinoza (joanae)

Date Submitted: Tue, 05 Sep 2023 18:42:46 GMT

Viewing: 266 : Kinesiology and Leisure Sciences (MS)

Last approved: Tue, 31 Aug 2021 19:59:26 GMT

Last edit: Wed, 29 Nov 2023 00:38:51 GMT

Changes proposed by: Philip Scruggs

Faculty Contact

| Faculty Name | Faculty Email |
|----------------|----------------------|
| Philip Scruggs | pwscruggs@uidaho.edu |

Change Type (Choose all that apply)

Change the name of a degree, major, option, emphasis, minor, certificate, concentration or specialization
Add/Edit Learning Outcomes

Description of Change

Program name change with edits to the curriculum information and student learning outcomes.

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Graduate

College

Education, Health & Human Sci

Department/Unit:

Movement Sciences

Effective Catalog Year

2024-2025

Program Title

Kinesiology and Leisure Sciences (MS)

Program Credits

30

CIP Code

31.0301 - Parks, Recreation and Leisure Facilities Management, General.

Curriculum:**Master of Science. Major in Kinesiology and Leisure Sciences.**

The MS Kinesiology and Leisure Sciences (KLS) master's degree is designed to develop advanced knowledge and skills for a diversity of KLS fields. Research and/or authentic professional skills are avenues for student-focused plans of study. Both online and face-to-face learning experience options are available to MS KLS students. The KLS degree has three specializations: Exercise, Sport, and Health Sciences (face-to-face specialization with some online course options); Recreation, Sport, and Tourism Management (available as either an online or hybrid specialization); and Physical Activity and Dance Pedagogy (face-to-face specialization with some online course options).

We prepare advanced KLS professionals to create, disseminate, and evaluate current research in a combination of movement, physical activity, exercise, fitness, recreation, sport and/or health fields.

MS KLS goals are centered on students engaging in inquiry to effectively explore scientific content and authentic problems through a holistic perspective in order to be ethical leaders within the KLS fields.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

Have learning outcomes changed?

Yes

Learning Objectives

1. Apply inquiry skills (e.g., exploring through questions, testing and reflection), techniques (e.g., case study, authentic field experience) and tools to effectively investigate problems and communicate knowledge related to healthy active lifestyles,
2. Analyze wellness through a holistic perspective in relation to healthy active lifestyles, and
3. Evaluate effective leadership, marketing, and/or ethics in working with individuals and/or groups to lead healthy active lifestyles.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The proposed program name change from Movement and Leisure Sciences to Kinesiology and Leisure Sciences was approved by the department faculty to increase marketability of the degree program. The name kinesiology is the key search term that prospective students would utilize to explore graduate programs such as the MS Movement and Leisure Sciences Program. The Leisure Sciences part of the name was kept so that we would continue to align the program with the recreation, sport and tourism management sphere of the degree program. The MS program name change is one of the department's strategies to increase enrollment through better program name recognition for prospective students. The program has capacity to grow in enrollment, which will increase the number of students in the current program courses.

Key: 266

127: GENERAL MANAGEMENT (MBA)

In Workflow

1. 079 Chair (myagroza@uidaho.edu)
2. 13 Curriculum Committee Chair (estuen@uidaho.edu)
3. Degree Map Review (rfrost@uidaho.edu)
4. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
5. Registrar's Office (none)
6. Ready for UCC (disable)
7. UCC (none)
8. Post-UCC Registrar (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
11. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 08 Sep 2023 22:08:45 GMT
Mya Groza (myagroza): Approved for 079 Chair
2. Mon, 11 Sep 2023 18:06:56 GMT
Eric Stuen (estuen): Approved for 13 Curriculum Committee Chair
3. Tue, 03 Oct 2023 17:52:13 GMT
Rebecca Frost (rfrost): Approved for Degree Map Review
4. Fri, 13 Oct 2023 17:44:03 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
5. Tue, 17 Oct 2023 17:03:32 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
6. Wed, 18 Oct 2023 16:42:48 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
7. Tue, 31 Oct 2023 20:30:18 GMT
Sydney Beal (sbeal): Rollback to Ready for UCC for UCC
8. Thu, 07 Dec 2023 16:20:07 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Thu, 07 Dec 2023 16:20:12 GMT
Sydney Beal (sbeal): Approved for UCC
10. Thu, 07 Dec 2023 16:20:47 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar

History

1. Apr 3, 2023 by Sydney Beal (sbeal)
2. Apr 5, 2023 by Sydney Beal (sbeal)

Date Submitted: Fri, 01 Sep 2023 18:43:38 GMT

Viewing: 127 : General Management (MBA)

Last approved: Wed, 05 Apr 2023 16:52:22 GMT

Last edit: Thu, 07 Dec 2023 16:25:03 GMT

Changes proposed by: Mya Groza

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|---------------------|
| Mya Groza | myagroza@uidaho.edu |

Change Type (Choose all that apply)

- Change curriculum requirements
- Change existing program (major) from face to face to on-line delivery (including program components if applicable)
- Add/Edit Learning Outcomes

Description of Change

Both the delivery modality and curriculum requirements of 127: General Management (MBA) are being modernized to match the current business environment.

1. We are changing this existing program from face-to-face in Coeur d'Alene to online delivery.
2. Change curriculum requirements of existing courses to 3 credits each, moving away from the variable course credit (1-4) delivered in the previous cohort executive model.
3. Change curriculum requirements to 9 core business courses (27 credits) plus 12 credits of interdisciplinary courses (students able to take courses in other colleges and areas.)

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Graduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2024-2025

Program Title

General Management (MBA)

Program Credits

39

CIP Code

52.0201 - Business Administration and Management, General.

Curriculum:**Master of Business Administration. Major in General Management.**

The University of Idaho Master of Business Administration (MBA) is ideal for individuals who want to build their leadership and business skills to advance their careers. The MBA requires 39 credits, consisting of core requirements of 27 credits and 12 credits of interdisciplinary electives.

MBA Core Requirements (27 credits)

| Code | Title | Hours |
|----------|--|-------|
| EMBA 512 | The Economic Context of Business | 3 |
| EMBA 514 | Financial Management | 3 |
| EMBA 520 | Assessing Data to Improve Firm Performance | 3 |
| EMBA 521 | Strategic Management | 3 |
| EMBA 522 | Strategic Marketing | 3 |
| EMBA 524 | Strategic Cost Management | 3 |
| EMBA 525 | Leading in Organizations | 3 |
| EMBA 533 | Entrepreneurial Innovation | 3 |
| EMBA 540 | Supply Chain Strategies and Operations | 3 |

Total Hours

27

Interdisciplinary Electives (12 credits)

| Code | Title | Hours |
|----------|-------------------------------|-------|
| EMBA 501 | Seminar | 1-16 |
| EMBA 502 | Directed Study | 1-16 |
| EMBA 545 | Capstone Integrative Analysis | 1-3 |
| EMBA 599 | Non-thesis Master's Research | 1-3 |

Electives as agreed with Advisor

1-12

Students seeking admission should have completed at least one financial accounting course (or equivalent) at the undergraduate or graduate level.

Courses to total 39 credits for this degree.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Online Only

Student Learning Outcomes

Have learning outcomes changed?

No

Learning Objectives

1. MBA graduates will demonstrate cross-functional understanding in business processes and decisions.
2. MBA graduates will use appropriate tools of analysis to analyze and communicate business problems.
3. MBA graduates will use appropriate tools of analysis to analyze business situations and recommend appropriate action.
4. MBA graduates will experience transformational experiences that foster a better understanding of self, relationships, and global perspectives.
5. MBA graduates will interact effectively and professionally with people of varied backgrounds, abilities, and values.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

127 General Management (MBA) has been taught most recently as an in-person cohort-based program at the Coeur d'Alene campus. The program has not admitted students recently and does not have any outstanding students in the program. Market demands and the business environment in which managers operate have changed. Hence, we seek to update 127 General Management (MBA) to a timely and relevant curriculum and delivery modality. We are changing from face-to-face delivery cohort to online delivery. We are changing from a business-only curriculum in the MBA to an interdisciplinary MBA approach. Thus, we updated nine core courses for the MBA Core Requirements, each at 3 credits, making the MBA Core Requirements 27 credits. This allows for 12 credits to be taken by the students in fields of interest outside and within the College of Business and Economics to expand their knowledge boundaries. We seek to collaborate with other units on campus so that students can experience all areas of master's level course excellence across campus that interest them. We structured the interdisciplinary courses to be 12 credits to encourage MBA students to complete graduate certificates for credentialing and increased career marketability. In the updating of the MBA curriculum and modality changes, we are working with the provost office to transition the MBA from its current 'Self-Support Academic Program Fees' model to an 'Institutional Online Program Fee' model in accordance with Idaho SBOE policy V.R.3.b.i.i.

Reviewer Comments

Eric Stuen (estuen) (Mon, 11 Sep 2023 18:03:57 GMT): Expectations regarding undergraduate degree completion and/or admission into the College of Graduate Studies should be specified.

Eric Stuen (estuen) (Mon, 11 Sep 2023 18:05:08 GMT): Program learning outcomes should be edited to reflect changes to the program.

Stephanie Thomas (slthomas) (Fri, 13 Oct 2023 17:43:32 GMT): Grad Council approves, but "EMBA graduates" in the learning outcomes should be changed to MBA graduates. Can the registrar make that change?

Sydney Beal (sbeal) (Tue, 31 Oct 2023 20:30:18 GMT): Rollback: Roll back pending approval of changes to EMBA 543

Sydney Beal (sbeal) (Thu, 07 Dec 2023 16:25:03 GMT): Replaced EMBA 543 with EMBA 520 per the UCC's request

Key: 127

502: ADVANCED SEMICONDUCTOR DESIGN GRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 129 Chair (joel@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 07 Sep 2023 16:02:18 GMT
Joseph Law (joel): Approved for 129 Chair
2. Fri, 22 Sep 2023 16:10:07 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Fri, 22 Sep 2023 16:19:02 GMT
Suzanna Long (long): Approved for 08 Dean
4. Tue, 03 Oct 2023 00:34:34 GMT
Linda Lundgren (lindalundgren): Rollback to Initiator
5. Tue, 24 Oct 2023 19:38:28 GMT
Joseph Law (joel): Approved for 129 Chair
6. Tue, 24 Oct 2023 20:17:53 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
7. Tue, 24 Oct 2023 20:19:24 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Dean
8. Sat, 04 Nov 2023 23:19:39 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
9. Mon, 06 Nov 2023 23:47:12 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Fri, 17 Nov 2023 00:43:47 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
11. Tue, 28 Nov 2023 18:12:23 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
12. Wed, 29 Nov 2023 16:33:11 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
13. Wed, 06 Dec 2023 17:24:02 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Wed, 04 Oct 2023 02:17:46 GMT

Viewing: 502 : Advanced Semiconductor Design Graduate Academic Certificate

Last edit: Wed, 06 Dec 2023 17:22:55 GMT

Changes proposed by: Feng Li

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|-------------------|
| Feng Li | fengli@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Graduate

College

Engineering

Department/Unit:

Electrical & Computer Engr

Effective Catalog Year

2024-2025

Program Title

Advanced Semiconductor Design Graduate Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

14.1099 - Electrical, Electronics and Communications Engineering, Other.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Curriculum:

This certificate ensures graduate students have advanced knowledge in analog and digital integrated circuit analysis, design, simulation, and layout. This certificate is for graduate students in Electrical and Computer Engineering.

All required coursework must be completed with a grade of 'B' or better (O-10-b (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

| Code | Title | Hours |
|-------------|----------------------------------|--------------|
| ECE 515 | Analog Integrated Circuit Design | 3 |
| ECE 517 | Mixed Signal IC Design | 3 |
| ECE 445 | Introduction to VLSI Design | 3 |

| | | |
|--------------------|--|-----------|
| ECE 562 | Quantum Mechanics for Electrical Engineers | 3 |
| Total Hours | | 12 |

Courses to total 12 credits for this certificate.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. an ability to identify, formulate, and solve advanced semiconductor design problems by applying principles of engineering, science, and mathematics.
2. an ability to communicate effectively on topics related to advanced semiconductor design concepts and technologies with a range of audiences.
3. an ability to develop and conduct appropriate advanced semiconductor design experimentation, analyze and interpret data, and use engineering judgment to draw conclusions about semiconductor design.

These learning outcomes demonstrate that students who have completed a certificate in advanced semiconductor design have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the advanced semiconductor design industry. The students are well-prepared to pursue further education or employment in the advanced semiconductor design field.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

The assessment process for the certification in advanced semiconductor design will involve regular course evaluations of the course syllabus and student work. This will provide the departments with insight into the students' knowledge in advanced semiconductor design and related fields. The summary of the course evaluation and student work will be shared with an outside entity, specifically a representative from the industry and electrical and computer engineering advisory board. The feedback from the industry partner and industry advisory board help in evaluating the students learning outcome and program component.

How will you ensure that the assessment findings will be used to improve the program?

Course syllabus and student evaluation will be reviewed each semester, and course content will be adjusted as necessary. The annual assessment feedback from the industry partner and department advisory boards will be reviewed by the departments, and the required refinement to the syllabus will be done on an annual basis. An important aspect of these classes is the ability of the students to learn about semiconductor design related topics therefore, the content taught in the class will be evolving on an ongoing basis.

What direct and indirect measures will be used to assess student learning?

Exams, assignments, and class projects will be required for all the relevant classes and graded on a regular basis. In the selected required courses, an oral exam of the students will be required at the end of the class to evaluate student learning.

When will assessment activities occur and at what frequency?

The size and scope of this program dictate that we will collect the assessment data during the courses and the survey data each semester. Every fall semester, the departments and curriculum committees will evaluate the students' assessment, industry partners, and advisory boards feedback and take corrective actions if necessary.

Student Learning Outcomes

Learning Objectives

1. an ability to identify, formulate, and solve advanced semiconductor design problems by applying principles of engineering, science, and mathematics.
2. an ability to communicate effectively on topics related to advanced semiconductor design concepts and technologies with a range of audiences.
3. an ability to develop and conduct appropriate advanced semiconductor design experimentation, analyze and interpret data, and use engineering judgment to draw conclusions about semiconductor design.

These learning outcomes demonstrate that students who have completed a certificate in advanced semiconductor design have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the advanced semiconductor design industry. The students are well-prepared to pursue further education or employment in the advanced semiconductor design field.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The certificate in advanced semiconductor design is designed to provide graduate students with specialized knowledge and skills in the field of advanced semiconductor design. This certificate program is intended to prepare students for careers in the advanced semiconductor design industry or related fields, as well as future graduate studies in the field of microelectronics. The departments currently offer these proposed courses required for the advanced semiconductor design certificate, and these courses already have the required materials needed for the certification. Furthermore, we plan to add extra emphasis to advanced semiconductor design-related topics in the homework assignments, class example problems, and discussion sessions to elucidate design and engineering principles in the advanced semiconductor design and related fields. Therefore, we anticipate that the proposed certificate program will not add additional workload to the departments.

Supporting Documents

Program Description for Advanced Semiconductor Design Certificate.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Fri, 29 Sep 2023 23:26:35 GMT): 9/28/23: Linda Lundgren uploaded program description for the Advanced Semiconductor Design certificate that was emailed to her by Dr. Li.

Linda Lundgren (lindalundgren) (Mon, 02 Oct 2023 17:31:02 GMT): 10/2/23: Per Dr. Li, the answer to self-support is no, so I changed the answer from yes to no.

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 00:34:04 GMT): 10/2/23: Rolling back to have student learning outcomes corrected so they match. LL

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 00:34:35 GMT): Rollback: Please correct student learning outcomes so they match.

Rebecca Frost (rfrost) (Mon, 06 Nov 2023 23:46:55 GMT): Certificate name and requirements formatted to catalog standard.

Key: 502

506: SMART GRID CYBERSECURITY GRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 129 Chair (joel@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
13. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 14 Sep 2023 14:40:36 GMT
Joseph Law (joel): Approved for 129 Chair
2. Fri, 22 Sep 2023 16:10:45 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Fri, 22 Sep 2023 16:19:10 GMT
Suzanna Long (long): Approved for 08 Dean
4. Sat, 07 Oct 2023 01:25:59 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:19:29 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:51:50 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Fri, 17 Nov 2023 00:42:57 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
8. Tue, 28 Nov 2023 18:19:23 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Wed, 29 Nov 2023 16:35:52 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
10. Wed, 06 Dec 2023 17:13:55 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Thu, 14 Sep 2023 14:37:54 GMT

Viewing: 506 : Smart Grid Cybersecurity Graduate Academic Certificate

Last edit: Wed, 06 Dec 2023 17:13:05 GMT

Changes proposed by: Yacine Chakhchoukh

Faculty Contact

| Faculty Name | Faculty Email |
|--------------------|--------------------|
| Yacine Chakhchoukh | yacinec@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Graduate

College

Engineering

Department/Unit:

Electrical & Computer Engr

Effective Catalog Year

2024-2025

Program Title

Smart Grid Cybersecurity Graduate Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

15

CIP Code

14.1001 - Electrical and Electronics Engineering

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

This is a graduate certificate that includes courses that are regularly taught by their corresponding faculty.

Curriculum:

This academic certificate is offered by the Department of Electrical and Computer Engineering and is supported by the Computer Science Department's cybersecurity graduate program curriculum. Students will develop an understanding of power systems modeling, communication, control and its associated cybersecurity challenges. The offered courses cover theory and practice that help engineers identify and analyze threats and vulnerabilities to digital systems and networks and apply appropriate processes, tools, and mitigation strategies for improving cybersecurity.

All required coursework must be completed with a grade of 'B' or better (O-10-b)

| Code | Title | Hours |
|-------------------------------------|---|--------------|
| ECE 421 | Introduction to Power Systems | 3 |
| ECE 544 | Supervisory Control and Critical Infrastructure Systems | 3 |
| CYB 536 | Advanced Information Assurance Concepts | 3 |
| Select 2 from the following: | | 6 |
| ECE 422 | Power Systems Analysis | |

| | |
|---------|--|
| ECE 469 | Resilient Control of Critical Infrastructure |
| CS 587 | Adversarial Machine Learning |
| CS 543 | Embedded Systems |
| ECE 586 | Industrial Control Systems |

Total Hours**15**

Courses to total 15 credits for this certificate

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Coeur d'Alene
Moscow
Other

Where?

Online

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. Develop a solid understanding of the cyber vulnerabilities and risks to power systems
2. Students should have the knowledge, skills, and abilities to be able to: (a) Understand organizational and/or cyber-system requirements, architecture, design, and implementation; (b) Describe and analyze the system with appropriate detail; (c) Develop a threat model; (d) Identify potential vulnerabilities; (e) Identify appropriate risk analysis processes and standards; (f) Perform risk analysis and assessment; (g) Identify, evaluate, design, apply, and document security and resiliency enhancements and risk removal or mitigation approaches, tasks, and security controls.
3. Learn how telecommunication systems and new sensors could be used to improve the power system cybersecurity.
4. Learn how to model power systems

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

The assessment will use the existing course assessments tools. Exams, homework problems, laboratory work, reports and presentations are required by these courses and will be used to evaluate the learning outcomes of the students.

How will you ensure that the assessment findings will be used to improve the program?

The professor in charge of the certificate will coordinate with the faculty teaching the different courses to adapt and improve their courses if needed.

What direct and indirect measures will be used to assess student learning?

Exams, homework problems, laboratory work, reports and presentations of the different course will be used to assess student learning.

When will assessment activities occur and at what frequency?

The assessment will occur yearly based on the required courses assessments.

Student Learning Outcomes

Learning Objectives

1. Develop a solid understanding of the cyber vulnerabilities and risks to power systems.
2. Students should have the knowledge, skills, and abilities to be able to: (a) Understand organizational and/or cyber-system requirements, architecture, design, and implementation; (b) Describe and analyze the system with appropriate detail; (c) Develop a threat model; (d) Identify potential vulnerabilities; (e) Identify appropriate risk analysis processes and standards; (f) Perform risk analysis and assessment; (g) Identify, evaluate, design, apply, and document security and resiliency enhancements and risk removal or mitigation approaches, tasks, and security controls.
3. Learn how telecommunication systems and new sensors could be used to improve the power system cybersecurity.
4. Learn how to model power systems.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

This proposal will enhance cybersecurity and power systems education at the University of Idaho. Improving the cybersecurity applied to a critical infrastructure such as power systems is becoming crucial with increased automation and renewable generation integration. The certificate will increase collaborative cybersecurity course offerings between the ECE and CS departments. This will enhance efficiency and leverage available means and courses. We expect that the outcome will improve the cybersecurity training of our graduate students for conducting research in our M.S. and Ph.D. programs or starting an industrial or entrepreneurial career. Since the courses are offered online, the proposed certificate will increase online and collaborative offerings to increase the outreach to professionals, and the workforce.

Supporting Documents

506 Program Description .pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 22:23:33 GMT): 10/3/23: Program Description uploaded as a PDF by LL.

Linda Lundgren (lindalundgren) (Fri, 06 Oct 2023 16:45:12 GMT): 10/6/23: Clarification of delivery method: The certificate can be completed 100% online. No course requires just a face-to-face interaction. They are all offered also online. Students can take the certificate on-campus (face to face) if they opt for this option.

Linda Lundgren (lindalundgren) (Fri, 06 Oct 2023 16:58:25 GMT): 10/6/23: Removed Idaho Falls from geographic delivery. The University of Idaho is only authorized to deliver non-statewide responsibility programs Face to Face in Region I CDA and Region II Moscow.

Gwen Gorzelsky (gwen) (Sat, 07 Oct 2023 01:24:55 GMT): Self-support changed to 'no' per Linda Lundgren's report that Yacine Chakchouk confirmed the department does not intend self-support (Trello comment @ ~3PM Fri. 10.6.23).

Sydney Beal (sbeal) (Wed, 06 Dec 2023 17:13:05 GMT): Added program description to the curriculum section to be visible in the catalog per permission of proposal author

Key: 506

Program Description for 506:

This academic certificate is offered by the Department of Electrical and Computer Engineering. Students will develop an understanding of power systems modeling, communication, control and its associated cybersecurity challenges. The offered courses cover theory and practice that help engineers identify and analyze threats and vulnerabilities to digital systems and networks and apply appropriate processes, tools, and mitigation strategies for improving cybersecurity.



POLICY COVER SHEET

For instructions on policy creation and change, please see
https://www.uidaho.edu/governance/policy

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Policy Number & Title: FSH3250 Flextime/Flexplace (Requesting title change to Flexwork)

Administrative Procedures Manual (APM)

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Comprehensive Review was Conducted

Originator: Brandi Terwilliger, Director of Human Resources

Policy Sponsor, if different from Originator: Brian Foisy, VP Finance and Administration

Handwritten signature and date: 11.9.22

Reviewed by General Counsel X Yes ___ No Name & Date: Kim Rytter, 12/20/22

- 1. Policy/Procedure Statement: Briefly explain the reason for the proposed addition, revision, and/or deletion. Updated throughout to revise procedures and ensure compliance with export control requirements in international flexwork arrangements. A committee met and developed the recommendations with inclusion from Provost Office, VP Foisy, OIT, Export Controls, International Program Office, etc. Faculty Staff Policy Group also reviewed.
2. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have? None
3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it. APM70.23
4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy. ASAP as this is having an impact on individuals currently.

UI FACULTY-STAFF HANDBOOK
CHAPTER THREE:
EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

3250

FLEXTIME/FLEXPLACE~~Flexwork~~

LAST REVISION: ~~2022~~January 2023~~09~~

A. A. PURPOSE. This policy establishes the conditions under which employees may be allowed a change in work location or schedule. This policy addresses only discretionary flexwork arrangements; procedures for accommodations of disability are addressed in FSH 6420. The purpose of flexwork is to accommodate the personal needs of employees and/or to enable university departments to provide services for more hours each day. A department may use flexwork when either it would help an employee better accommodate personal needs and where the arrangement would not adversely affect productivity of the employee's department or the ability of the department to provide service for faculty, staff, and students.

B. SCOPE. This policy applies to all University of Idaho employees.

C. DEFINITIONS:

aC-1. Flexwork is a request initiated by the employee for a Flexwork. A change of work location or work schedule from what was assigned that originally assigned and is when the original assignment can be accomplished differently required in order for the employee to perform University business, programs, or purposes.

b. Domestic Flexwork is a flexwork request for a change of work location within the United States.

bC-2. International Flexwork. is a flexwork request for a change of work location to a location outside of the United States. Because work located in U.S. territories requires similar review, it is included in the definition of International Flexwork.

D. POLICY. Units may use flexwork to provide services for more hours each day or when it would help an employee better accommodate personal needs, if the arrangement would not adversely affect productivity of the employee's unit or the ability of the unit to provide service for employees, students, and/or the public.

BCD-1. CRITERIA CONSIDERATIONS FOR IN AUTHORIZING FLEXTIME OR FLEXPLACE FLEXWORK. Criteria Considerations applied in evaluating requests for flexwork and/or flexplace flexwork shall include, but are not limited to: 1) the effect on productivity of the employee, 2) the ability of co-workers to accomplish their work, and 3) the effect on productivity of the department/unit; 4) the degree to which the accommodation is necessary in order to allow the employee to retain his or her job; and 5) whether the arrangement is expected to be temporary or ongoing.

D-2. INTERNATIONAL FLEXWORK. In some cases, International flexwork includes arrangements may shall be treated as University International Travel as defined by APM 70.23. Employees requesting an International flexplace flexwork arrangement may not take any University-owned equipment with them travel unless they comply with the requirements in APM 70.23.

~~E~~D-3. FLEX HOURS. ~~The flex hours enumerated below apply to employees working in departments which operate on a typical business office schedule. All~~Most university departments units which that provide business or student services are open between the hours of 8:00 a.m. and 5:00 p.m. Monday through Friday, with summer hours between 7:30 a.m. and 4:30 p.m. (Pacific Time for Moscow and surrounding areas and Mountain Time for Boise and surrounding areas). Such departments units are expected to be staffed during these hours, except for the noon hour in small departments units. Hours of operation for other departments units are influenced by the services they provide and the needs of ~~faculty, staff, employees~~, students, and the public.

~~E~~D-E. PROCEDURES FOR OBTAINING APPROVAL OF FLEXTIME OR FLEXPLACE FLEXWORK. An employee's ~~flextime-flexwork schedule or flexplace~~ arrangement ~~must be~~ is expected to be individually approved in writing and in advance by the ~~departmental-employee's~~ supervisor and other authorities as identified by guidance maintained on the Human Resources website administrator and approved by the dean or director and/or Vice President/Provost in accordance with procedures of the college or administrative unit university. A flextime ~~f~~flexwork arrangement schedule ~~must be set at the beginning of each semester and remain in effect until the end of the semester can be requested at any time through the established flexwork process. and~~ Approved flexwork arrangements may be renewed. Approved requests will ordinarily have a duration of up to six months. ~~In some situations, approval may be granted for up to one year.-~~

~~E~~D-1. ~~The departmental-administrators~~supervisor and the employee requesting flexwork must determine measures of productivity prior to approval of the flexwork request. The measure of productivity must be approved by the employee's chain of supervision up to Vice President or Provost as identified by guidance maintained on the Human Resources website. The measure of productivity will be incorporated into the flexwork agreement. ~~When work at home is to be incorporated into an approved flextime flexwork arrangement (flexplace), duration (not to exceed six months) of approval for off-site work and measures of productivity will be determined in advance by the departmental administrator and the employee, with the concurrence of the dean or director and/or Vice President/Provost, and incorporated into the flextime/flexplace flexwork agreement.~~

~~a~~E-2. If the flexwork request ~~working at home~~ requires relocation of university equipment, such as a computer and peripheral equipment, the relocated equipment will be inventoried by the unit. ~~Contact and appropriate arrangements made with the~~ Risk Management Office to discuss property coverage and contact ~~the~~ Office of Information Technology regarding computer security. ~~insure it.~~ The ~~departmental-administrators~~supervisor is expected to verify return of the equipment when the ~~flexplace-flexwork~~ arrangement ceases.

~~b~~E-3. If the flexwork ~~request~~ arrangement contemplates work at an alternate location, the ~~e~~employees working at a flexplace ~~must maintain adequate internet connectivity~~ adequately adequate to support security and management software on any assigned technology resources. ~~home must be accessible by telephone (where applicable). When technology support is necessary, the employee may be required to be available during university business hours.~~

~~e~~E-4. Employees granted a flexwork ~~request~~ arrangement for a change of work location ~~working at a flexplace~~ must be available ~~accessible~~ for real-time synchronous communications (e.g., telephone or web-video conference) during designated working hours unless otherwise approved by the ~~department~~unit.

E-5. Employees granted a Flexwork arrangement are responsible for ensuring their workstation design meets supportive ergonomic and human factors guidelines.

Version History

Amended 2023. Updated throughout to revise procedures and ensure compliance with export control requirements in international flexwork arrangements. Comprehensive review.

Amended July 2009. Changed Human Resource Services to Human Resources.

Amended July 2000. Editorial changes to D-1 a.

Amended July 1997. Editorial changes.

Adopted July 1994.



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 1640.64 OFFICER EDUCATION COMMITTEE**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Diane Kelly-Riley, Vice Provost for Faculty

Policy sponsor, if different from originator:

Reviewed by General Counsel: __ Yes X No Name & Date:

Comprehensive review? __ Yes X No

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
Structure revised to replace Vice Provost for Academic Affairs with Vice Provost for Faculty. The VP for Academic Affairs position no longer exists. Its functions were split into the VP for Faculty and VP for Academic Initiatives.
- 2. Fiscal Impact:** What fiscal impact, if any, will this change have?
None.
- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
None.
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1640: Committee Directory

1640.64

OFFICER EDUCATION COMMITTEE

A. FUNCTION. [See also 1565 G.]

A-1. To be concerned with the academic integrity of the Officer Education Program (OEP).

A-2. To advise the president, the faculty, and the Departments of Aerospace Studies (WSU), Military Science, and Naval Science on academic matters concerning OEP.

A-3. To review and recommend to the University Curriculum Committee courses to be offered by the above-named departments.

A-4. To carefully review and evaluate the academic credentials of proposed OEP instructional appointments and to report these evaluations and recommendations to the vice provost of academic affairs.

A-5. To assist the OEP to integrate effectively within the UI community.

B. STRUCTURE. Heads of the Departments of Aerospace Studies (WSU), Military Science, and Naval Science, three other members of the faculty, (one of whom serves as chair), the Vice Provost for ~~Academic Affairs~~Faculty, or designee (ex officio), and two students (one ROTC and one non-ROTC).

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1640: Committee Directory



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 1640.74 SABBATICAL LEAVE EVALUATION COMMITTEE**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Diane Kelly-Riley, Vice Provost for Faculty

Policy sponsor, if different from originator:

Reviewed by General Counsel: __Yes X_No Name & Date:

Comprehensive review? __Yes X_No

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
Structure revised to replace Vice Provost for Academic Affairs with Vice Provost for Faculty. The VP for Academic Affairs position no longer exists. Its functions were split into the VP for Faculty and VP for Academic Initiatives.
- 2. Fiscal Impact:** What fiscal impact, if any, will this change have?
None
- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
None
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

1640.74

SABBATICAL LEAVE EVALUATION COMMITTEE

A. FUNCTION. To review applications for sabbatical leave, to make recommendations to the Faculty Senate for approval and referral to the president, to review the reports of those returning from sabbatical leave, and to evaluate annually the results of the program. [See also 3720.]

B. STRUCTURE. Five faculty members (with at least one representative each from the humanities, natural sciences, and social sciences) and ~~vice provost of academic affairs~~ Vice Provost for Faculty, or designee (w/o vote).

2023 – 2024 Faculty Senate – Pending Approval
Meeting # 17

Approved at Mtg #18
January 23, 2024

Tuesday, January 16, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, McKenna, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Tibbals.

Absent: Maas (excused), Hobbs, Miller, Reynolds, Shook

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #16, January 9, 2024, were approved as distributed.

Consent Agenda:

- Sabbatical Leave Committee Recommendations.
Approved by unanimous consent.

Chair's Report:

- Check out the Daily Register for interesting events coming up, such as:
<https://www.kenworthy.org/events-calendar/backcountry-film-festival-2/> and
- <https://www.uidaho.edu/cogs/resources/workshops> (particularly the CIRTl workshop series).
- An important part of today's meeting is a conversation about the optional retirement plan (ORP), which in December 2024 is transitioning to Fidelity as the sole retirement plan provider, replacing TIAA and Corebridge Financial. We appreciate Brandi, Director of HR, visiting us today at short notice, to provide more information about the transition.

Provost's Report:

- Spring semester enrollment has remained stable.
- There are problems with broken pipes due to the frigid weather. We are grateful to Facility for their prompt intervention.
- Vice Provost for Faculty Diane Kelly-Riley announced the next faculty gathering, hosted by CBE in the Albertson Atrium, January 24, 2024, 4:30 – 6:30pm. Please RSVP at <https://www.uidaho.edu/provost/faculty-gathering>

Changes to the Administrative Procedures Manual (non-voting):

- APM 30.18 Change Management – Theresa Amos, Deputy Director, IT Planning and Initiatives, Office of Information Technology.
This policy establishes the mechanism for verifying and approving changes to university managed technology resources. Changes to information systems are required on both a regular and emergency basis to fix issues, add new functionality, address new security and compliance requirements, and improve the user experience. Due to the complexity of modern technology systems, such changes must be carefully reviewed, performed, and vetted as, if done improperly, can cause disruptions, weaken security postures, and cause a loss of data. To address this, as well as assist in the University's compliance requirements, this policy ensures

that: changes are performed in a way to minimize risks to the university; all security and compliance requirements remain enforced consistent with U of I standards and principles of least privilege and functionality; all impactful changes to technology resources are tracked and approved in a timely manner.

Discussion:

In response to a question about the timeline for communicating changes, Teresa Amos will Provide a link to the calendar with dates for the implementation of changes.

- APM 95.24 Vandal Alert Notification System – Lee Espey, Division Operations Officer, DFA Operations, Steve Mills, Director of Parking and Transportation Services.
Comprehensive review to clarify language throughout.
Discussion: none
- APM 45.03 Definitions for Grants, Contracts and Gifts – Sarah Martonick, Director, Office of Sponsored Programs (OSP), Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs.
While reviewing APM 71.52, the OSP team and the UI Foundation staff determined it should point to APM 45.03 and focused on revisions to APM 45.03. Revisions are minor, with no procedural additions, only clarifications and updates for use of TDX vs. PDF forms.
Discussion:
The Secretary proposed to modify the first sentence in APM 45.03 C-1 to read: *“A sponsored project is the result of an authorized proposal or application submitted by the university that results in an agreement between the university and the sponsor.”*
There was a brief discussion on the difference between a solicited process and a competitive one.
A senator inquired about potential impacts of these revisions, for instance, on workload.
Response: The OSP team has thought very carefully about volume and burden, for this and many other APM sections. They moved to TDX because it provides metrics on volume and a concrete measurement of turnaround time. It takes an average of 5 days for every item coming out of TDX. This is a significant increase, while the team reports spending less time for tracking. On the one hand, they would like to reduce the burden, on the other, they have regulations to comply with. They design their processes around best practices and try to achieve a good balance. Recently, a new person has joined the team, who will work on a mechanism for assessment and feedback to determine where actual measurable gaps are and what infrastructure needs to be added or modified.
The Secretary asked for clarification concerning the university having the obligation to provide a deliverable (APM 45.03 C-1). Response: As the contracted party in all sponsored projects, the university assumes the obligation in the agreement, but delegates it to the PI (see APM 45.06).
- APM 45.04 Notice of Sponsored Projects and Establishment of Budgets – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs.
Comprehensive review is necessary to bring policies up to current requirements for sponsored project regulations, and to clarify Chart V nomenclature (budget vs. fund/index, etc.). Mostly, language revisions to comply with the recommendations from a prior NSF audit.
Discussion:

In response to a question, it was clarified that no changes in VERAS are needed as a consequence of these revisions. What's in VERAS will remain as is.

- APM 45.06 Allowable and Unallowable Sponsored Project Expenditures – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs.
Comprehensive review is necessary to bring policies up to current requirements for sponsored project regulations, and to clarify Chart V nomenclature (budget vs. fund/index, etc.).
Discussion:
This item was briefly discussed together with APM 45.03. There were no further questions.
- APM 45.07 Cost Transfers on Sponsored Projects – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs.
Like for the previous APM 45, change of nomenclature and clarification.
Discussion: none.

Announcements and Communications

- SUCCESS – Daniel Eveleth, Department of Business, Erin Chapman, School of Family and Consumer Sciences.
Daniel started with a brief introduction. SUCCESS is a task force charged by the President with identifying three initiatives with the objective of increasing our current six-year graduation rate of 61% to 77% (the average for R1 universities). The President's charge focuses on instruction- and curriculum-based initiatives for which there is evidence of success. The task force started with the Boyer Report and came up with six possible topics, see attachment #9. Note that the attached document contains a link to a feedback form for people to provide comments and suggestions. An important part of the feedback the team is looking for are success stories, namely, what is being done in departments/units that is working well. This way, the team can identify U of I strengths to build on and focus on those programs that are best for us. SUCCESS will come back to Faculty Senate later in the semester to discuss more targeted questions, as they may result from the collected feedback.
Discussion:
A senator noted that there are many UG research opportunities at the U of I, but we need more support and more people. The UG Research Office is understaffed and underfunded. Citing from her work with Ubuntu, Vice Chair Haltinner recalls that retention rates for white students are higher than for students of color. Some of her research indicates that a more creative, integrative and robust Gen Ed curriculum might help reduce the gap by addressing student needs with an individualized, holistic approach. Furthermore, with the first-year seminar gone, we must re-envision an appropriate first-year experience. Kristin added that the Diversity Scholar Program from Multicultural Affairs is doing very well – retention rate for students in that program is about 90%.
Back to the discussion of an appropriate first-year experience, a senator wondered whether the team is thinking about something like ISEM 101, or something discipline-specific and housed in a particular unit – in his department, first-year experience courses within the major are very important. Daniel responded that all feedback is welcome and valuable. The discussion later in the spring will be more targeted.
Chair Gauthier said that UG research should be compensated. Also, if available UG researcher positions were posted, it would be great for retention.

A senator reported a rather disappointing response to the many research opportunities she offered to her students in a large introductory math class.

- Vandal Gateway Program (VGP) Update – Annette Folwell, Associate Dean, College of Letter, Arts and Social Sciences, Brian Dulin, Program Coordinator, Vandal Gateway Program, Sean Quinlan, Dean, College of Letter, Arts and Social Sciences.
Sean Quinlan started with a brief introduction to the VGP and the team members. The presentation is attached to these minutes. The following points were addressed: The structure of the program (admission process, cohort nature of the student group, staff and faculty, some demographic data); Academic standing for AY 2022-23 and AY 2023-24; Persistence, Retention, and Awards for AY 2022-23 and AY 2023-24. They are pleased with the success of VGP (e.g. improvement in academic standing), and excited to work with a program that opens doors for students who would otherwise not be able to attend college.

Discussion:

A senator inquired about the consistency of the comparison – the data from AY 2022-23 are being compared with those from one semester of AY 2023-24. Annette Folwell replied that a comparison between data from two full academic years will be possible when the second semester of AY 2023-24 ends. The team would be happy to come back later in the spring.

- Optional Retirement Plan (ORP) – Brandi Terwilliger, Director of Human Resources.
Brandi provided a brief background on the upcoming (December 2024) change from TIAA-CREF to Fidelity as the sole vendor for ORP. This was a state-wide decision from SBOE. See FAQ at <https://boardofed.idaho.gov/resources/optional-retirement-plan-transition-to-fidelity-as-sole-retirement-plan-provider/>
The Idaho State Board of Education (SBOE) Retirement Plan Committee completed a multi-year, comprehensive review of the Idaho ORP. As a result of their review, they approved that Fidelity would become the sole provider of the administrative services for the ORP effective December 2024, replacing both TIAA and Corebridge. This choice will result in increased on-campus presence, and a 25% reduction in the fee to the participant.

Discussion:

A senator asked whether, because of the transition, there will be a lag in time during which our funds are out of the market. Response: We are working to make sure there is no lag. We expect a seamless transition.

In response to another question, Brandi clarified that supplemental plans do not need to be transitioned.

A senator argued that some constituents were angry at the lack of transparency, and because they had no say in the matter and no option. It would be helpful if university communications were more proactive than responsive. Brandi explained that, when this process started, before COVID, there was a lot of discussion about what to do for the best of our employees. The senator's comment about more proactive communication is reasonable. Provost Lawrence added that, in this case, the news was about an improvement for all.

In response to a request, Brandi will check out ratings for TIAA-CREF vs. Fidelity. She will also inquire about bitcoin.

A senator reported that Colorado State transitioned to Fidelity as well. His colleagues are happy with the change.

New Business:

None.

Adjournment:

The agenda being completed, the meeting was adjourned at 4:55pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #17

Tuesday, January 16, 2024, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #16 January 9, 2024, **Attach. #1**
- III. Consent Agenda
 - Sabbatical Leave Committee Recommendations **Attach. #2**
- IV. Chair's Report
- V. Provost's Report
- VI. Policy Business (non-voting)
 - APM 30.18 Change Management – Teresa Amos, Deputy Director, IT Planning and Initiatives, Office of Information Technology **Attach. #3**
 - APM 95.24 Vandal Alert Notification System – Lee Espey, Division Operations Officer, DFA Operations, Steve Mills, Director of Parking and Transportation Services **Attach. #4**
 - APM 45.03 Definitions for Grants, Contracts and Gifts – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs **Attach. #5**
 - APM 45.04 Notice of Sponsored Projects and Establishment of Budgets – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs **Attach. #6**
 - APM 45.06 Allowable and Unallowable Sponsored Project Expenditures – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs **Attach. #7**
 - APM 45.07 Cost Transfers on Sponsored Projects – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs **Attach. #8**
- VII. Announcements and Communications
 - SUCCESS – Daniel Eveleth, Regular Faculty, Department of Business, Erin Chapman, Clinical Faculty, School of Family and Consumer Sciences **Attach. #9**
 - Vandal Gateway Program Update – Annette Folwell, Associate Dean, College of Letter, Arts and Social Sciences, Brian Dulin, Program Coordinator, Vandal Gateway Program, Sean Quinlan, Dean, College of Letter, Arts and Social Sciences
 - Optional Retirement Plan – Brandi Terwilliger, Director of Human Resources

New Business

Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #16 January 9, 2024
- **Attach. #2** Sabbatical Leave Committee Recommendations
- **Attach. #3** APM 30.18
- **Attach. #4** APM 95.24
- **Attach. #5** APM 45.03
- **Attach. #6** APM 45.04
- **Attach. #7** APM 45.06
- **Attach. #8** APM 45.07
- **Attach. #9** SUCCESS

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 16

Tuesday, January 9, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, McKenna, Mittelstaedt, Murphy, Ramirez, Raney, Reynolds, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Tibbals.

Absent: Strickland (excused), Hobbs, Miller, Mischel, Reynolds, Rode.

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The Secretary noted an error in the reporting of the votes on the motion to amend by postponing the implementation of deferred pay by one year – the vote should be a tie. The minutes of the 2023-24 Meeting #15, December 5, 2023, were approved as corrected.

Chair's Report:

- I wish you all a peaceful and productive 2024.
- Later today, Christopher Nomura will give a presentation about the new Carnegie criteria for university research classifications, R1, R2, or R3. Another upcoming change at the Office of Sponsored Programs is the adoption of a ticketing system, named TDNext system. Please ask your constituents for feedback or suggestions about this change and whether a survey would be helpful.
- Please let your constituents know about saving accounts available to faculty (4.5% interest).
- Other business for Spring 2024 includes:
 - Dependent benefits (including tuition reduction for dependents) task force.
 - Faculty compensation.
 - Changes in admission criteria (GPA and SAT scores).
 - Mental health initiatives.
 - The Artificial Intelligence and Machine Learning Task force plans to organize an exhibit of U of I faculty projects, both research and teaching, using AI and a workshop. This will take place during Spring 2024. We are placing a call for projects to be shown in the exhibit.

Provost's Report:

- Spring semester enrollment is currently up by 3.7% compared to the same time last year. We'll know more when the 10th day numbers become available.
- The legislature convened yesterday. The Governor delivered The State of the State Address focused on his priorities. One of them is the Idaho Launch Program. Recording of the address: https://www.youtube.com/results?search_query=State+of+the+state+address+Idaho
- The Provost gave a brief recap of the deferred pay issue. After the last senate meeting in December 2023, the 122 faculty currently on spread pay were notified of the recommendation. There was strong reaction, and many concerned messages were sent to the President. President Green considered the senate recommendation and decided not to approve the proposed summer 2024 implementation date because, due to the short timeframe, it could potentially

hurt some employees. Delaying to summer 2025 implementation could negatively impact other employees, but there are tools available to mitigate the impact on employees not currently on spread pay. Communication about those tools, which are very similar to spread pay, is forthcoming. Details towards summer 2025 implementation are being worked out.

Discussion:

There was an inquiry into the allegations against the leadership of the women's volleyball team. Is there a statement or additional information on what is being done? Provost Lawrence responded that the university is looking into the matter following appropriate processes. Given the nature of the investigation, the university will not release a statement.

Committee Reports (vote):

- Proposed changes to the University Catalog
Taylor Raney presented items UCC 164 to UCC 333 as a package, because they share identical rationale. In Idaho, a Teacher's Certification requires an endorsement attached to it, either a single 45 credit endorsement or two endorsements with 20 + 30 credits. Presently, the Catalog dictates what courses must be taken beyond the required 20 credits for the current teaching minor. With these changes, students will have the flexibility to select courses with their advisors.
 - UCC 164 Biological Sciences Teaching Major.
 - UCC 245 History Teaching Major 33 credits.
 - UCC 218 English Teaching Major 34 credits.
 - UCC 263 Mathematics Teaching Major 36 credits.
 - UCC 322 Chemistry Teaching Major.
 - UCC 326 Earth Sciences Teaching Major.
 - UCC 335 Geography Teaching Major.
 - UCC 329 English Teaching Major 46 credits.
 - UCC 337 German Teaching Major.
 - UCC 339 History Teaching Major 45 credits.
 - UCC 342 Mathematics Teaching Major 51 credits.
 - UCC 345 Physics Teaching Major.
 - UCC 350 Spanish Teaching Major.
 - UCC 347 Political Science Teaching Major.
 - UCC 333 French Teaching Major.

There were no objections to the suggestion to vote on all the 15 curricular changes listed above as a package.

Discussion: none

Vote: 20/20 in favor. Motion passes.

- UCC 108 Academic Requirements for Graduate Admission concerning letters of recommendation – Jerry McMurtry, Dean, College of Graduate Studies.
Graduate Council voted on April 19, 2023, to remove the mandatory three letters of recommendation as part of the application and allow the programs to decide how many and what type/format of reference they would like to evaluate their prospective students. They are no longer bound by the static written letters.

Discussion: none

Vote: 19/19 in favor. Motion passes.

- UCC 127 General Management (MBA) – Lisa Victoravich, Dean, College of Business and Economics.
This is a “repackaging” of an existing MBA, formerly offered in person in Coeur d'Alene, which became dormant due to COVID. They are now changing this existing program

from face-to-face in Coeur d'Alene to online delivery. Market demands and the business environment in which managers operate have changed. Hence, they seek to update the General Management (MBA) to a timely and relevant curriculum and delivery mode. They are changing from a business-only curriculum to an interdisciplinary MBA approach. This integrated approach, and the fact that all our faculty are in-house, differentiates this MBA from those of our competitors.

Discussion:

In response to a question about the different number of credits for courses in the current catalog, Lisa explained that one of the changes is to assign three credits to all courses. As a follow-up question, the senator asked whether course change proposals are coming through at the same time. Lisa confirmed that core changes will go through UCC and then come to Faculty Senate.

The next question was about program fees: since 12 credits are going to be earned outside the college, will other colleges receive some of those fees? Lisa replied that a lower fee would be paid to those other colleges.

Another follow-up question: Are those program fees? Are they approved by the State Board? Response: in the updating of the MBA curriculum and modality, we are transitioning the MBA from its current 'Self-Support Academic Program Fees' model to an 'Institutional Online Program Fee' model.

Vote: 19/19 in favor. Motion passes.

- UCC 502 Advanced Semiconductor Design Graduate Academic Certificate – Feng Li, Electrical and Computer Engineering.

Feng Li was not present. Dakota Roberson offered to help with questions.

Discussion: none

Vote: 18/19 in favor; 1/19 against. Motion passes.

- UCC 266 Kinesiology and Leisure Sciences (MS) – Philip Scruggs, Department Chair, Movement Sciences.

The proposed program name change from Movement and Leisure Sciences to Kinesiology and Leisure Sciences is to increase marketability of the degree program. The name kinesiology is the key search term prospective students would use to explore graduate programs like the MS Movement and Leisure Sciences Program. The MS program name change is one of the department's strategies to increase enrollment through better program name recognition for prospective students

Discussion: none

Vote: 20/20 in favor. Motion passes.

- UCC 506 Smart Grid Cybersecurity Graduate Academic Certificate – Yacine Chakhchoukh, Electrical and Computer Engineering.

This is a 15-credit graduate certificate. This proposal will enhance cybersecurity and power systems education at the University of Idaho. Improving the cybersecurity applied to critical infrastructures is becoming crucial with increased automation and renewable generation integration. The certificate will increase collaborative cybersecurity course offerings between the ECE and CS departments. Since the courses are offered online, the proposed certificate will increase online and collaborative offerings to increase the outreach to professionals, and the workforce.

Discussion: none

Vote: 21/21 in favor. Motion passes.

- Proposed changes to the Faculty Staff Handbook

- FSH 3250 Flextime/Flexplace – Brandi Terwilliger, Director of Human Resources. Updated throughout to revise procedures and ensure compliance with export control requirements in international flexwork arrangements. The title “flexwork” is chosen as a matter of internal notation.
Discussion: none
Vote: 21/21 in favor. Motion passes.
- FSH 1640.64 Officer Education Committee and FSH 1640.74 Sabbatical Leave Evaluation Committee – Diane Kelly-Riley, Vice Provost for Faculty. Structure revised to replace Vice Provost for Academic Affairs with Vice Provost for Faculty. The Vice Provost for Academic Affairs position no longer exists. Its functions were split into Vice Provost for Faculty and Vice Provost for Academic Initiatives.
Discussion:
Suggestion to check that the same changes are made everywhere in FSH where the old name for the position appears.
Vote: 20/21 in favor; 1/21 against. Motion passes.
- Announcements and Communications
 - R1 Initiative Update – Chris Nomura, Vice President, ORED
Vice President Nomura gave an overview of the new Carnegie criteria for university research classifications (R1, R2, R3). Recently, those moved under the American Council on Education (ACE).
Chris Nomura showed that our R1 Initiative resulted in real improvements since the 2021 Carnegie classifications, with considerable increase in the number of postdoctoral fellows and doctoral research staff, as well as the number of research Ph.Ds. awarded. In 2025, the U of I is expected to qualify as R1 under the new Carnegie criteria, and, after the improvements highlighted above, would qualify as R1 also under the old criteria. Measured against the new (2025) ACE metrics, the U of I reached R1 threshold for the first time in 2023.
The new Carnegie criteria emphasize research expenditures as the single best measure of research (and economic) impact. By this measure, U of I is leading in the state, with more research expenditures than BSU and ISU combined. In summary, we are on a great trajectory.
Discussion:
A senator brought up concerns about possible “unintended consequences” of achieving R1 status: increase in research support staff, both pre- and post-award, must be commensurate. We must be able to hire and retain talent, but presently we see a large turnover of staff. Chris Nomura acknowledged the large turnover, possibly related to salary limitations, and the need to invest in research administration staff. It may be useful to look at F&A funds and sponsors who can help support research administration staff. It may be a slow process, but P3R1 resources can be spent for hiring research staff. It’s a longer-term discussion.

A senator asked Vice President Nomura to elaborate on the positive impacts expected to result from moving to R1 status. Chris Nomura pointed out that federal funds, especially from the NSF, have been allocated for research. A fraction (about 15 or 20%) must go to EPSCoR states, which can submit proposals to programs that are earmarked for EPSCoR. Within those, some larger programs only accept proposals from R1

institutions. Thus, we may be able to apply for opportunities we didn't have before, which means more opportunities for our students.

Another concern raised by senators is the need to adjust salaries to be competitive for hiring at the R1 level – presently, we use a combination of R1 and R2.

In closing, Chris Nomura emphasized that, although we must acknowledge our success, we should also keep in mind that ACE numbers are only a baseline and can change. We'll work very carefully to keep a stable pipeline.

- Update on Faculty CV Revisions: postponed.

New Business:

None

Adjournment:

The agenda being completed, the meeting was adjourned at 4:42pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate



MEMORANDUM

TO: Jean-Marc Gauthier, Chair, Faculty Senate
Kristin Haltinner, Vice Chair, Faculty Senate

FROM: Torrey Lawrence, Provost and Executive Vice President
Diane Kelly-Riley, Vice Provost for Faculty

DATE: January, 11 2024

SUBJECT: Items for Faculty Senate

Please see the below table with the faculty members who were approved for a sabbatical in the 2024-25 Academic Year.

| NAME | COLLEGE | DEPARTMENT | SABBATICAL TERM |
|----------------------|---------|-----------------------------------|-----------------|
| Jeffrey Bailey | CBE | Business | Spring 2025 |
| Erik Coats | COE | Civil & Environmental Engineering | AY 2024-25 |
| Benjamin Cover | LAW | Law | AY 2024-25 |
| John Crepeau | COE | Mechanical Engineering | Spring 2025 |
| Sydney Freeman Jr. | EHHS | Leadership & Counseling | AY 2024-25 |
| Dave Gottwald | CAA | Art & Design | Spring 2025 |
| Ahmed Ibrahim | COE | Civil & Environmental Engineering | AY 2024-25 |
| S.J. Jung | COE | Civil & Environmental Engineering | Fall 2024 |
| Hangtian Lei | COE | Electrical & Computer Engineering | Spring 2025 |
| Haifeng (Felix) Liao | COS | Earth & Spatial Sciences | Fall 2024 |
| Jerry Long | LAW | Law | Fall 2024 |
| Michael Lowry | COE | Civil & Environmental Engineering | AY 2024-25 |
| Magdi Noguera | CBE | Business | Fall 2024 |
| Daniel Robertson | COE | Mechanical Engineering | Fall 2024 |
| Nathan Schiele | COE | Chemical & Biological Engineering | Spring 2025 |
| Shenghan Xu | CBE | Business | Fall 2024 |
| Elowyn Yager | COE | Civil & Environmental Engineering | AY 2024-25 |



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)

X Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title: **APM 30.18 CHANGE MANAGEMENT**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Teresa Amos

Policy sponsor, if different from originator: Dan Ewart, CIO

Reviewed by General Counsel: X Yes __No Name & Date: Manisha Wilson, 1/9/24

Comprehensive review? n/a __Yes __No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
This policy establishes the mechanism for verifying and approving changes to university managed technology resources.

Changes to information systems are required on both a regular and emergency basis to fix issues, add new functionality, address new security and compliance requirements, and improve the user experience. Due to the complexity of modern technology systems, such changes must be carefully reviewed, performed, and vetted as, if done improperly, can cause disruptions, weaken security postures, and cause a loss of data. To address this, as well as assist in the University's compliance requirements, this policy provides that:

- Changes are performed in a way to minimize risks to the university.
- All security and compliance requirements remain enforced consistent with U of I standards and principles of least privilege and functionality.
- All impactful changes to technology resources are tracked and approved in a timely manner.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

None

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

30.18 – Change Management

Contents:

- A. Purpose
- B. Scope
- C. Definitions
- D. Policy
- E. Noncompliance
- F. Exceptions
- G. Contact Information
- H. References

A. Purpose. This policy establishes the mechanism for verifying and approving changes to university managed technology resources.

Changes to information systems are required on both a regular and emergency basis to fix issues, add new functionality, address new security and compliance requirements, and improve the user experience. Due to the complexity of modern technology systems, such changes must be carefully reviewed, performed, and vetted as, if done improperly, can cause disruptions, weaken security postures, and cause a loss of data. To address this, as well as assist in the University's compliance requirements, this policy provides that:

- Changes are performed in a way to minimize risks to the university.
- All security and compliance requirements remain enforced consistent with U of I standards and principles of least privilege and functionality.
- All impactful changes to technology resources are tracked and approved in a timely manner.

B. Scope. This policy applies to any changes to technology resources as defined in [APM 30.12, section C-1](#), that could have a negative effect on services or data that are classified as production or high impact by the Change Advisory Board, system/data owner, or other relevant authority.

The scope of this policy does not supersede approved system security plans, laws, regulations, or contractual change management limitations or requirements.

C. Definitions

C-1. Change Advisory Board (CAB). A group that reviews, approves, and prioritizes changes, either explicitly, or through approved processes, and maintains the standards for changes.

C-2. Change Control Board (CCB). A group of one or more individuals within projects or dedicated technology that is responsible for ensuring changes adhere to standards. Examples include but are not limited to: subject matter experts, managers, or impacted teams.

C-3. Emergency Change. Emergency changes are performed to address unexpected disruptions such as security incidents, application, or server outages that need to be resolved immediately.

C-4. Normal Change. All other changes that are not Emergency or Standard Changes. Examples include, but are not limited to, data migrations and software implementations, network, or system configuration changes. Each change has a predefined scope and action plan.

C-5. Standard Change. Periodical, low-risk and low-impact changes that follow a standard operating procedure approved by the CAB. Each change has a predefined scope and action plan.

C-6. System. A discrete set of resources assembled to store, process, maintain, share, or dispose of data. This includes, but is not limited to, any endpoint devices (desktops, laptops, smart phones, tablets) as well as servers, networks, or third party and cloud services.

D. Policy

D-1. Changes

- a. All changes to Information Technology systems and services must follow a structured process defined or approved by the CAB to ensure appropriate planning, communication, and execution.
- b. Every change requires explicit consideration for the security impact of the change.

- c. Changes that do not meet the requirements set by the CAB or designated CCB for standard or emergency changes must follow the procedure for normal changes.
- d. To ensure emergency changes occur in a timely manner, review and approval of the change occurs after the event during the follow-up activity for the emergency event.

D-2. Change Advisory Board (CAB) membership and responsibilities

- a. The CAB will be made up of representatives designated by the CIO and published in Change Management standards.
- b. The CAB has the following responsibilities:
 - i. Assess, prioritize, authorize, schedule, and communicate changes in a timely manner.
 - ii. Review emergency changes and request follow-ups or additional documentation as required.
 - iii. Appoint CCBs for minor changes, projects, or dedicated technology.
 - iv. Meet regularly to review upcoming changes.
 - v. Propose and maintain standards for changes and change approval that are approved by CIO.
 - vi. Establish and maintain procedures, guidelines, and processes for changes and change approval, including automated processes.
- c. The CAB may require items prior to approval including but not limited to:
 - i. Additional documentation or communication.
 - ii. An appropriate change window adhering to change window guidelines.
 - iii. Delay in schedule to accommodate risks.
 - iv. Additional mitigations implemented either prior to or post change.

D-3. Change Control Board (CCB) responsibilities

- a. CCB have the following responsibilities:
 - i. Review and approve in-scope changes in a timely manner as per the standards defined by the CAB or by self-defined standards approved by the CAB.

- ii. Review emergency changes and request follow-ups or additional documentation as required.
- iii. Designate relevant stakeholders as approvers.

b. CCBs may require items prior to approval per D-2 c.

E. Noncompliance. Noncompliance with this policy may result, depending upon the nature of the noncompliance, in the user's account or access being suspended to U of I technology resources as stated in Section B.3 of APM 30.12 ([Acceptable Use of Technology](#)).

F. Exceptions. Requests for exceptions to this policy may be submitted [through the OIT Support Portal](#). The U of I Chief Information Security Officer will assess the risk and make a recommendation to the U of I Vice President for Information Technology and Chief Information Officer. Exceptions must be reviewed for reauthorization on no less than an annual basis.

G. Contact Information. The OIT Information Security Office (oit-security@uidaho.edu) can assist with questions regarding this policy and related standards. Questions should be submitted through the [OIT Support Portal](#).

H. References.

UI – APM 30.11 – [University Data Classifications and Standards](#)
UI – Standards – [Standards for Data Classifications](#)
NIST 800-171r2 – 3.4.1 (Configuration Management)
GLBA - 16 CFR § 314.4
CISv8



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title: **APM 95.24 Vandal Alert Notification System**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Originator: Shane Keen

Policy Sponsor, if different from Originator: Brian Foisy, 1/8/24

Reviewed by General Counsel XYes No Name & Date: Kent Nelson, 12/6/22

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.

Comprehensive review. Language clarified throughout.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

To be effective immediately upon approval.

95.24 – Vandal Alert Notification System

February 27, 2015

~~Preamble:~~ **A. Purpose.** This ~~procedure was updated in 2015 to~~ policy provides comprehensive guidance for issuing notifications to the University of Idaho community using the Vandal Alert System. -The ~~u~~University's goals are to provide prompt notification of a confirmed situation impacting the university community and to provide instructions for taking action when needed. -These protocols are integrated with and supplement the ~~u~~University's ~~Comprehensive Emergency Management~~ ~~Emergency Operations~~ Plan (~~CEMPEOP~~) and Crisis Communication Plan. -These protocols apply only to the Vandal Alert System; ~~the~~ University of Idaho may use other forms of communication as part of a broader communication strategy.

B. Scope. This policy applies to the Campus Community as defined in C-2.

AC. — Definitions:

AC-1. Vandal Alert System. ~~+~~ -The Office of Public Safety and Security has overall management responsibility for ~~the~~ Vandal Alert ~~System~~. Vandal Alert is an institution-wide, multi-modal (e-mail, text message, etc.) emergency notification system. All ~~u~~University employees and students are encouraged to sign up for Vandal Alert by visiting: ~~Vandal Alert System~~ <https://www.uidaho.edu/dfa/division-operations/ehs/i-safety/vandal-alert>. Contact data/membership in Vandal Alert is updated daily through an automated process to ensure accurate membership. Students and employees are encouraged to update their Vandal Alert contact information through the ~~Vandal-WebMyUI applicatio~~ ~~application.~~ ~~n-~~ ~~Emergency Management (uidaho.edu)~~ ~~MM~~ Members of the greater Moscow community may also be enrolled in Vandal Alert.

AC-2. Campus Community. ~~ty.~~ Campus community means students, faculty, professional personnel, classified staff, volunteers, visitors, and anyone else who is admitted or enrolled in the university, ~~are is~~ participating in programs offered by the university, or who ~~are is~~ employed by, or volunteering at the university.

AC-2. Emergency Notification (Clery Act Requirement). ~~+~~ A communication issued to the campus community triggered by an event currently occurring on or imminently threatening the UI campus. -UI will initiate ~~E~~emergency ~~N~~notification procedures for any significant emergency or dangerous situation representing an immediate threat to the health or safety of the campus community.

AC-3. Timely Warning (Clery Act Requirement). ~~+~~ An alert issued to the campus community when a ~~Clery Crime~~ is reported ~~and which~~ represents a serious or continuing threat to the campus community. ~~Crime reports often do not require immediate notice (an Emergency Notification), but are released once the pertinent information is available, if available if a notice is deemed necessary.~~

AC-4. Adverse Weather Notification. ~~+~~ An alert issued to the campus community when projected or existing severe or adverse weather conditions may impact ~~u~~University operations requiring delays or cancellation of classes or events ~~and/~~ or the closure of a ~~University~~ ~~university~~ facility, site or campus (see APM 95.21, University Closures).

AC-5. Informational Notification. ~~+~~ -A notification issued to the campus community that does not meet the criteria for either an ~~E~~emergency ~~N~~notification or ~~T~~timely ~~W~~warning but may be of significant interest to the campus community.

BD. Policy and Procedure.

BD-1.- Emergency Notification.- In compliance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f)), Emergency Notifications will be broadcast when the University receives a confirmed report from a cognizant authority (i.e. an law enforcement emergency service authority), that a significant emergency or dangerous situation involving an immediate threat to the health or safety of students, faculty, staff or visitors is occurring on campus. -In those instances, the Executive Director of Public Safety or designee will, without delay, and taking into account the safety of the community, determine the content of the notification and broadcast the notification, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to or otherwise mitigate the emergency. Emergency Notifications will include instructions to the university community for protective action. When the threat no longer exists, an "all clear" alert will be broadcast. -The Executive Director of Public Safety and Security or designee has the authority to broadcast Emergency Notifications to the University community using the Vandal Alert System. When appropriate, Emergency Notifications may be broadcast through other communication methods (web pages, press releases, printed and/or social media, etc.)

BD-2. -Timely Warning. -In compliance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f)), Timely Warnings will be broadcast when a report of murder, sex offense, robbery, aggravated assault, burglary, motor vehicle theft, manslaughter, ~~or~~ arson, or other (Clery Act Crime.s) is received by campus security authorities and, in the judgment of the institution, the crime at issue poses a serious or continuing threat to students and employees.

The Executive Director of Public Safety or designee will broadcast Timely Warnings using the Vandal Alert system in a manner that is timely and will aid in the prevention of similar crimes, unless issuing a warning will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to or otherwise mitigate the threat.- The intent of a timely warning is to enable people to protect themselves and/or their property. -Timely Warnings will be issued as soon as pertinent information is available. Timely Warnings may also be made for other crimes (non-Clery crimes) that pose a serious or continuing threat to the campus community.- The Executive Director of Public Safety and Security or designee has the authority to broadcast Timely Warnings to the University community. When appropriate, Timely Warnings may be broadcast through other communication methods (web pages, press releases, printed and/or social media, etc.)

BD-3. -Adverse Weather Notification. -Adverse weather notifications will be broadcast when significant severe weather conditions exist that may have an impact on university operations and when the University of Idaho President or designee makes a decision to close or delay opening a UI facility. -The University Emergency Manager monitors weather conditions, participates in the National Weather Service weekly briefing and makes recommendations for taking appropriate actions in the event of a weather-related emergency (see APM 95.21, University Closures). -The UI President or designee has the authority to close or delay opening a UI facility. When a designee makes a decision to close or delay opening a UI facility, they will notify the UI President's office and the Office of Public Safety and Security. -The Executive Director of the Office of Public Safety and Security or designee has the authority to broadcast an Adverse Weather Notification, and to notify the University community of approved closures or delays.

BD-4. -Informational Notification.- Informational Notifications will be broadcast when a reported crime or emergency does not meet the criteria for other alerts, but, in the judgment of the institution, the campus community should be notified about an incident. -Situations that may be appropriate for broadcasting an informational notification include incidents or crimes occurring off campus that may have an impact on student or employee security interests; violent crimes in which the perpetrator or suspect has been apprehended or is known not to be on campus; or incidents that may generate significant interest across the campus community. -The Senior Director of Communications ~~Director of Integrated Communications~~ or designee has the authority to broadcast an Informational Notification.

BD-5. Vandal Alert System Testing. -The University Emergency Manager will test the Vandal Alert System on an annual basis. -Test messages may be broadcast using a single mode or may combine multiple modes of the system. -Test messages will clearly state in the subject line that there is no actual threat or emergency and that the purpose of the notification is to test the system and/or response plans and capabilities.- To the extent possible, system tests will be combined with emergency response drills and will include follow-up assessment and review.

CE. Contact Information:

The Office of Public Safety and Security
875 Perimeter Drive, MS 2427
Moscow, ID 83844-2427
208-885-2254
campus-security@uidaho.edu



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **APM 45.03 DEFINITIONS FOR GRANTS, CONTRACTS AND GIFTS**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator: Sarah S Martonick

Policy Sponsor, if different from Originator: Chris Nomura

Reviewed by General Counsel Yes No Name & Date: Manisha Wilson, 6/7/23

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
 Comprehensive review. OSP team and the UI Foundation staff reviewed APM 71.52 and determined it should point to APM 45.03, and focused revisions in APM 45.03. Minor revisions only with no procedural additions, only clarifications and updates for use of TDX vs. paper forms.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
 None

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
 APM 71.52

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

45.03 -- Definitions for Grants, ContractsDetermination of Sponsored Project Versus and Gifts

Last updated 19 August, 2005

A. Purpose. This policy addresses the policy and process for determining the classification between “gifts” and “sponsored projects.”

B. Scope. The policy applies to any external funding agreements in which questions arise over whether the agreement is a gift or a sponsored project (grant, contract, etc.).

General. The university may enter into agreements with external funding agencies in which a question may arise over whether the agreement is a gift or a grant/contract. The following sections differentiate between a gift, grant or contract.

C. Definitions.

B-4C-1. Grant or ContractSponsored Project. A sponsored project grant or contract is a proposal that could result in an agreement based on an authorized proposal or application submitted by the university. The university accepts the awarded funding based on an agreement in writing, and assumes an obligation to provide a deliverable in exchange for such funding. Examples of a deliverable include but are not limited to the following: Pperforming specific research to accomplish, accomplishing a specific objective, ee, providing a service, er producing a product, or committing to a specific line of scholarly or scientific inquiry. Separate accountability and oversight for the funds received is required generally applicable. State and federal financial assistance funds are almost always classified as a sponsored project.

B-2C-2. Gift. A gift can be made in the form of a contribution of money, a legally enforceable pledge cash, check, bank credit card charge, ACH/wire, marketable security, personal or real property or crypto currency. A gift can be based on a proposal or application. The term “gift” may also include s grants made with philanthropic intent. By accepting a gift, the university assumes no liability to provide a deliverable, only the obligation to use the gift for the general purpose(s) stipulated by the donor. Overall, there will be no reporting requirements and there should not be a specific commitment for personnel effort or milestones. However, periodic reporting and a final accounting could be required by the donor without jeopardizing classification as a gift. Usually, there are no separate accountability requirements for each contribution, and the amounts received may be commingled with contributions received for similar purposes.

C-3. Deliverable.: A deliverable is an item of value (tangible or intangible) expressly noted as an exchange item, and resulting from a funded sponsored project.

CD. Information and/or Clarification Policy. Inevitably, there will be situations when the In the event that classification of a grant-sponsored project or gift will be is unclear. When such situations arise, personnel in the Grants and Contracts Office of Sponsored Programs (OSP) @ (208) 885-668951 and , and the Foundation Gift Administration (UIF) -staff (UIF) @ (208) 885-4000 Gift Administration Corporate and Foundation Relations (CFR) Office @ (208) 885-70606796, will jointly decide the proper classification and administration of the award. The decision may include consultation with personnel in the offices of Strategic Corporate Partnerships or Strategic Foundation Partnerships. The unit who that intends to submit the proposal or receive the funding must submit the appropriate determination request in advance to allow OSP and UIF and CFR Strategic Partnerships time to review and jointly determine how to best to classify the proposal or funding.

E. Procedure. The UI has established the following determination procedure for classifying a proposal as a gift or a sponsored project:

E-1. The principal investigator or project director should ~~complete the determination worksheet and email it to CFR and OSP along with a draft proposal~~ submit a ~~determination request ticket for Gift vs Grant Determination to OSP and CFRUIF~~ via the ITS Service Catalog website for Office of Sponsored Programs/OSP Administrative and Technical/Gift vs Grant Determination, ~~which includes a, budget and the guidelines or link to the funder's website.~~

E-2. CFROSP and OSPUIF coordinate the process and are the only entities authorized to make this determination.

E-3. CFROSP or OSPUIF will notify the PI of the decision, and CFRUIF will provide the appropriate IRS 501(c)(3) letter if needed.

- a. If the proposal is determined to be a gift, the PI submits it directly to the funder under the UI Foundation's name and 501(c)(3) status. When the funding arrives, the UI Foundation applies it ~~deposits it into the appropriate gift index~~ designation. Funds will be made available in the appropriate UI gift index via the Foundation's monthly gift budget/reimbursement process.
- b. If it is determined to be a sponsored project, the PI enters the proposal in VERAS and uses the University of Idaho's name and 501(c)(3) status. When the funding notification arrives, OSP creates a separate index and fund for tracking purposes and deposits the monies received into the appropriate sponsored project index.

F. Contact Information.

- Corporate and Foundation Relations- cfrelations@uidaho.edu (208) 885-7060 University of Idaho Foundation, Inc.: gifts@uidaho.edu, (208) 885-4000;
- Office of Sponsored Programs: osp@uidaho.edu, (208) 885-6651



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **APM 45.04 NOTICE OF SPONSORED PROJECTS AND ESTABLISHMENT OF BUDGETS**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Originator: Sarah Martonick

Policy Sponsor, if different from Originator: Chris Nomura

Reviewed by General Counsel Yes No
5/18/2023

Name & Date: Manisha Wilson,

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
Comprehensive review. Revisions are necessary to bring policies up to current requirements for sponsored project regulations, and to clarify Chart V nomenclature (budget vs. fund/index, etc.).

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

45.04 -- ~~Notice of Sponsored Projects and Awards and~~ Establishment of Budgets/Financial Setup

January 3, 2012 (rewrite)

A. Purpose. This ~~APM section~~ policy clarifies the process by which an award from an external sponsor is accepted and subsequently set up and budgeted for spending in the University's financial system.

B. Scope. This policy is applicable to all external funding classified as a "sponsored project."

~~A. General.~~ Notices of awards for sponsored projects may be received through various funding vehicles. This APM section clarifies the process by which an award from an external sponsor is accepted and subsequently set up and budgeted into the Banner system.

~~C.B. Definitions:~~

~~CB-1. Notice of Award~~ award. Any of various funding vehicles used by external sponsors to indicate that the sponsor is making a commitment to fund a proposed scope of work. ~~It may take the form of a grant notice requiring no additional signatures; a formal contract and/or agreement requiring signatures of one or more parties; an award letter which may or may not include a check payment in advance; or a purchase order; or any other contractual agreement mechanism which may require the acceptance of a specific set of terms and conditions.~~

~~C-2. Fully Executed.~~ A fully executed award is one in which all parties have indicated their acceptance of the terms and conditions via the signature of the appropriate authorized representative, when such signaturee(s) areis required.

~~DC. Policy.~~ If a unit receives ~~such~~ a notice of award, they should verify ~~that whether~~ the ~~original~~ award notice ~~includes has been received by communication to~~ the Office of Sponsored Programs (OSP), and if not, ~~forward share that information~~ the notice to OSP as quickly as possible. ~~The Director of OSP, or her/his~~ their designated representative, is the only person authorized to sign ~~for on behalf of~~ the University. ~~Principal Investigators (PIs), unit administrators, college deans, and other University staff are not authorized to sign accepting external funding for sponsored projects on the University's behalf.~~

~~ED. Process/Procedures:~~

~~ED-1. Request for Prior R~~ review and/or Approval approval of Award award d ~~Documents.~~ PIs, and as appropriate unit administrators ~~and/or~~ college deans, must review and approve award documents prior to OSP signing the award (if signatures are required). ~~initiating the budget set-up process.~~ Any requested changes to the agreement(s) must be submitted to ~~the~~ OSP. Negotiation of any changes requested are the responsibility of the ~~OSP~~ Contract Review Officer ~~Unit~~ (CROU) ~~for negotiation with the sponsor prior to official~~

acceptance of the award. (Note: Establishment of a budget and spending authority will be delayed until an approved and fully executed agreement is received by ~~the~~ CR&OSP. (See APM 45.05 when an Early Setup is requested)).

E-2. Compliance Protocols. If a sponsored project has indicated that compliance oversight is required, ~~including, but not limited to the use of human subjects, animals, or biohazards,~~ authorization from the relevant compliance oversight committee must be received, when applicable, -prior to financial set up. ~~The ORA review and oversight policy shall apply if appropriate. Examples of areas of compliance oversight include but are not limited to the use of human subjects, animals, or biohazards., if then applicable as determined by ORA review and oversight committee policy, prior to financial setup.~~

ED-32. Budget-Financial sSet-uUp. After the award is fully executed and any required compliance approvals are in place (all required signatures), the following steps will be completed:

- OSP will establish a budget-grant code, and one or more funds and indexes number. ~~This budget number~~ These items -will constitute financial spending authority for the PI to charge the applicable direct expenses associated with to the project for up to the amount currently funded by the sponsor and within the rebudgeting limitations (if any) set by the sponsor.
- Once ~~the budget is~~ financial set up is complete, notification will be sent to the PI(s) and the Departmental Grant Administrator (DGA) with the budget-relevant information and a copy of the award document. ~~Both~~ of these documents should be reviewed carefully when received, and the budget verified for accuracy.

FE. InformationContact iInformation. Any questions regarding notices of sponsored projects should be addressed to the Office of Sponsored Programs at 208-885-6651 or osp@uidaho.edu.



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://sitecore.uidaho.edu/governance/policy>.

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **APM 45.06 Allowable and Unallowable Sponsored Project Expenditures**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Originator: Sarah Martonick

Policy Sponsor, if different from Originator: Chris Nomura

Reviewed by General Counsel Yes No Name & Date: Manisha Wilson
12/29/23

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.

Update format to match standard APM style, clarify policy and process in the document, add clarity on federal guidance and oversight for participant support costs, use consistent language of other APM’s (DGA, unit administrator, their delegate, etc.).

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

None

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

APM 45.09 and FSH 5100 referenced within but no changes to those needed

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

45.06 Allowable and Unallowable Sponsored Project Expenditures

~~December 2018 (rewrite combined 45.06 & 45.18)~~

A

A. Purpose. The purpose of this policy is to ensure that expenses charged to externally-funded sponsored projects comply with federal, sponsor, state, and university requirements.

B. Scope. This policy applies to any external funding determined as being a sponsored project must follow this guidance.

C. Definitions:

AC-1. Allowable Costs. For a cost to be regarded as an allowable charge to a sponsored project, it must satisfy the four conditions below as per the federal ~~regulation~~requirements outlined in 2 CFR 200 or any such future federal guidance as may become applicable:

a. Reasonable. A cost is considered reasonable if the nature and the amount involved for goods or services acquired or applied reflect the action that a prudent person would have taken under the circumstances prevailing at the time the decision to incur the cost was made ~~(. 2 CFR 200.404).~~

b. Allocable to sponsored agreements. A cost is considered allocable to a particular project if the goods or services involved are chargeable or assignable to the project in accordance with relative benefit received or other equitable relationship. Subject to the foregoing, a cost is considered allocable if:

- it is incurred solely to advance the work under the sponsored agreement;
- it benefits both the sponsored agreement and other work of the institution, in proportions that can be approximated through use of reasonable methods~~;~~
- it is necessary to the overall operation of the institution and is deemed to be assignable in part to sponsored projects ~~(2 CFR 200.405).~~

2 CFR 200.405.

c. Consistently ~~Applied~~applied. Costs must be given consistent treatment by applying them uniformly to both federally-financed and other activities of the institution ~~(. 2 CFR 200.403).~~

d. Conforming to any limitations or exclusions. Costs must conform to any limitation set forth in the federal guidance, or in the sponsored award itself, as to types or amounts of cost items ~~(. 2 CFR 200.403).~~ Certain costs are designated as expressly unallowable.

AC-2. Unallowable Costs. Costs that fail to meet any of the four conditions described above will be treated as unallowable. Questions regarding the allowability of costs should be directed to the Office of Sponsored Programs, (208) 885-6651 or emailed to osp-cost@uidaho.edu.

BD. Policy. The University, as a recipient of sponsored project funding, must comply with all regulations and standards established by the federal government and other sponsoring agencies. The Federal Office of Management and Budget (OMB) is responsible for setting

forth the general principles and practices for federal costing standards associated with federally sponsored project activity.

All sponsored projects are subject to regular review and any expenses charged against sponsored projects must be consistent with federal guidance, University policies and procedures, and sponsor requirements. -The primary responsibility for ensuring that only proper expenditures are charged to sponsored project budgets rests with the Principal Investigator (PI). -The Office of Sponsored Programs (OSP) is responsible for monitoring adherence to all federal, state, and other cost-related restrictions on sponsored projects ~~via the methods detailed in Section D.~~

BD-1. Responsibility for ~~Compliance~~compliance. The general University mandate is that all employees act as responsible stewards of resources and assets under their control (FSH 3170).

a. Principal Investigator (PI). Under UI policy, the PI bears primary responsibility for ensuring the appropriateness or allowability of all costs on sponsored projects. (FSH 5100).

b. ~~A~~Departmental Grant Administrator (GADGA). ~~A Departmental Grant Administrator (DGA)~~ is charged with assisting PIs in reviewing, justifying, charging and tracking costs, and is also responsible for making certain that expenditures are charged against awards in a manner that is consistent with applicable federal regulations, sponsor conditions, and University policies.

c. ~~The Unit Administrator~~Unit administrator. ~~The unit administrator~~ (department chair/head/director) is responsible for implementing procedures to ensure adherence to federal cost principles including allowability, accounting regulations, and University policies. Charges which have been determined to be unallowable to sponsored projects will be apportioned to the sponsoring unit or college for payment. (FSH 5100).

d. ~~College deans and Vice President for Research and Economic Development.~~ Oversight of these procedures lies within the authority of the College Deans or equivalent, for units, and the Vice President for Research and Economic Development, for institutes, or their delegates. Decisions regarding the source(s) of repayment of unallowable costs and any penalties and interest charges shall be made by the Dean and/or the Vice President for Research and Economic Development.

e. ~~Employees.~~ Employees are encouraged to use the confidential hotline, speak to the Ombuds Office, or speak with their direct supervisor, college finance director, chair, director, dean or OSP in cases where there is undue influence to process charges that are unallowable. Employees should note that protections are afforded through federal and University policies to prevent retaliation in such instances. It is a violation of University policy for any employee to engage in retaliatory conduct, see FSH 3810. ~~As public employees, University faculty and staff are responsible for reporting any actions by University employees that are illegal or incompatible with the conscientious management of resources and assets of, or entrusted to, the university.~~ University employees are responsible to report unethical behavior when it is encountered. (FSH 3170).

D-2. Unallowable expenses. OSP reviews expenditures periodically through the life of a sponsored project budget and prior to closeout based on the information in the University's financial system. If through this review it is determined that an unallowable expenditure has been assessed to a project, OSP will contact the responsible departmental grant administrator to either correct the transaction or perform a review of the facts associated with the assessment of the expenditure.

The review will identify who was responsible for the assessment of the expenditure, the circumstances surrounding placement of the unallowable expenditure on a sponsored project budget, and where the expenditure is to be transferred. OSP may be consulted to assist in the review process to ensure allocation of costs is completed in accordance with existing regulations, award conditions, and applicability to the scope of the project. Action, such as a review of policies and procedures, identification of resources available in making cost determinations, and improvement of internal controls, will be taken by the college to ensure unallowable costs are not placed on sponsored projects in the future. Based upon the review, the college will determine the severity of the infraction and the potential for recurrence. Taking into consideration the severity and potential for recurrence, the college will make a recommendation for resolution.

Once a review has been completed, any unallowable expenditure(s) shall be removed from the sponsored project budget and placed on an unrestricted University budget. If an unrestricted University budget is not available, the expenditure(s) will be deducted from the facilities and administrative costs returned annually to the college. Copies of all back-up documentation for the review process and associated transfers must be retained by the college. OSP has access to view these transfers within the university's enterprise applications should the need arise. Any resolution and provision of necessary paperwork will not preclude OSP from conducting a full review of sponsored project activity within the area under review.

This process shall also be used if an unallowable expense is placed on a project and the unallowable expense is identified by persons other than OSP.

If it is determined that the potential for recurrence is high, the Office for Research and Economic Development (ORED), with the concurrence of the college, will require the individual to take or retake training offered by OSP.

If an individual commits the same infraction or fails to comply with responsive actions required, the individual's repeated actions may be referred for review by an ad hoc committee comprising the Associate Vice President for Research and Economic Development, the dean or dean's designee of the individual's college(s), a representative from OSP, a representative of the University controller, and two peers. A representative from HR and internal audit will be included in an advisory capacity. The committee will review the available facts and make recommendations for further investigation or remedial and/or disciplinary action to the appropriate individual(s). **Process/Procedures:** Recommended employee disciplinary action will be made to the individual's supervisor and unit administrator or dean, and any such action shall be at the discretion of the appropriate supervisor and shall proceed in accordance with the employee disciplinary procedures in the applicable University policies. Recommendations for nondisciplinary remedial actions, such as required training or revocation of access to manage sponsored project activity, shall be made to the Vice President for Research and Economic Development. Nothing herein shall limit the authority of an individual's administrative unit or ORED to otherwise impose discipline or

[remedial activities within their existing authority and without referral to the above-described committee.](#)

E. Procedure. Expenditures incurred for sponsored projects typically fall into one of the following classifications: salaries; fringe benefits; temporary hourly employees; travel; operating expenditures; equipment <\$5k; capital outlay >\$5k; ~~subcontracts; >\$5k; subawards; participant support,~~ and tuition remission, fees, stipends and Student Health Insurance Program (SHIP). The following guidelines provide assistance to assure that all charges against sponsored projects are correctly processed.

~~CE-1. Salaries.~~

- For externally-sponsored awards, an individual's rate of pay may not be charged in excess of the institutional base salary rate received for that individual's regular appointment.
- Payroll expenditures and changes to an individual's effort percentage are to be processed in a timely manner through Banner Electronic Personnel Action Forms (EPAFs).
- EPAFs to terminate personnel from sponsored projects ~~must~~**should** be processed prior to the award end date to reduce the necessity for [labor redistributions \(formerly payroll cost transfers\).](#)
- EPAF and any Banner records must accurately reflect the percentage of time individuals are working on a given project and ~~be~~ verified regularly via [Personnel Activity Reports \(PARs\)Banner Effort Reporting](#) as per [APM 45.09](#).
- Payroll and budget reports should be produced and reviewed regularly to ensure that projects are not over budget.
- All leave is to be charged to the appropriate ~~budgets,~~[account\(s\)](#), as it is taken. Terminal leave is paid through a consolidated fringe benefit rate. See ~~CE-2~~. All [salaried](#) employees who are paid in whole or in part from sponsored projects, federal funding, or committed cost share must complete ~~a PAR as per APM 45.09~~[an effort report as per APM 45.09](#).
- For guidelines on Faculty Summer Salary Release, see <https://www.uidaho.edu/provost/faculty/salary-information>

~~CE-2. Fringe Benefits.~~

- **benefits.** The university pays fringe benefits through a consolidated [fringe](#) rate negotiated annually or as required with the Department of Health and Human Services. Rates are assigned based on the employee's position class of faculty, staff, or student. ~~Check the~~ [OSP Budget Office](#) website for current rates.

~~CE-3. Temporary Hourly (TH) employees. Employees.~~

- The guidelines issued above for ~~Salaries~~[salaries](#) are also applicable to TH employees [with the exception of effort reporting](#).

~~CE-4. Travel.~~

- The purpose of travel must be in direct support of project objectives.
- Travel must take place within the time period of the project.

- Reservations or airline tickets cannot be purchased with sponsored project funds if the actual travel occurs before the start date or after the termination date of the project.
- All travel charges must be documented by receipts.
- Allowable travel expense rates must comply with UI travel policy, the terms of the agreement, or agency requirements, if morewhichever is most restrictive.
- All foreign travel must be registered with the International Programs Office before travel is undertaken.
- All foreign air travel on federal funds must comply with the Fly America Act. A link to this Act, and additional information are available on the OSP website.OSP website.

EE-5. Operating ~~Expenditures~~expenditures

- Operating supplies and services must be purchased and received during the time period of the project.
- Operating supplies and services must provide a direct, verifiable benefit to the funded project.
- It is not an acceptable procedure to “stockpile” supplies at the end of a project period. Such stockpiled supplies would not reflect a direct and verifiable connection to the project being funded and may result in an obligation back to the sponsor ~~(2 CFR 200.314).~~

EE-6. Capital ~~Outlay~~outlay

- Capital outlay (CO) is defined as items having a useful life of more than one year and a cost of \$5,000 or more.
- Capital outlay items must be purchased during the time period of the project: and in accordance with Purchasing requirements.
- Capital outlay items must be received with enough time remaining on the project to benefit the project.
- See APM 10.40 Property Inventory and Products for tracking and accountability. ~~[Note: Some agencies place lower dollar limits on items that must be inventoried and insured.]~~
- Transfers into and out of the CO category can affect the F&A allocation on a sponsored project. Budget transfers into or out of the CO category require OSP involvement.

EE-7. ~~Subcontracts~~Subawards and subcontracts. If the University is subawarding or subcontracting a portion of the project work scope, a contractual award document will need to be issued by OSP at the request of the PI or the unit. If at the subaward or subcontract is not included in the original proposal, agency approval will may be required prior to ~~subcontract~~ issuance.

- ~~Subcontract~~Subaward or subcontract costs are split out from the award and budgeted on a separate fundsindex within the overall grant budget.
- All ~~subcontractors~~subrecipient requests for payment (invoices) must be approved by both the PI and OSP prior to being charged against the ~~purchase orders~~subaward or subcontract.
 - Cumulative amountamounts invoiced may not exceed the total amount of the ~~subcontracts~~subrecipient index.
 - Invoices must be reviewed for allowable expenses per the prime contract and PI must certify both that the work is progressing and that expenses are

appropriate. -OSP will review and approve all subaward or subcontract invoices prior to forwarding to Accounts Payable for payment.

~~C-8. Tuition Remission, Fees, Stipends, Scholarships, and Insurance (TFSSI).~~

~~• Tuition remission and fees may be charged for Graduate Assistants only.~~
If Graduate Assistants **E-8. Participant support.** Participant support costs are direct costs for items such as stipends or subsistence allowances, travel allowances, and registration fees paid to or on behalf of participants or trainees (but not employees) in connection with conferences or training projects. Other participant support costs such as incentives, gifts, souvenirs, t-shirts, and memorabilia must be justified in the budget justification as these costs are highly scrutinized.

Speakers and trainers are not typically considered participants, however if the primary purpose is to speak or assist with the management of the conference then these costs can be classified as participant support. For some educational projects, the participants being trained are employees. If the payment is made through a stipend or training allowance method, this can be categorized as participant support costs. To help defray the costs of participating in a conference or training activity, funds may be proposed for payment of stipends, per diem or subsistence allowances, based on the type and duration of the activity. Allowances must be reasonable, in conformance with university policies and the sponsor's terms and conditions. Days must be limited to the attendance of the conference and actual travel time to/from the conference. Per diem and subsistence allowances must be reduced in cases where meals or lodging are provided at no charge or included in the registration fee. Rebudgeting from participant support costs to other budget categories requires prior sponsor approval. CFR 200.308.

E-9. Tuition remission, fees, stipends, scholarships, and insurance (TFSSI).

- ~~• If graduate assistants are receiving a salary or stipend, then tuition remission, if allowed by the sponsor, must be paid from the same sponsored project budget on a proportional basis to the salaries. When tuition remission is not allowed as a direct charge on a sponsored project it must be charged to a different funding source.~~
- ~~• TFSSI expenses must be specified as allowable expenses of the award.~~
- ~~• TFSSI expenses are allowable on formal training grants as a scholarship.~~
- ~~• Tuition remission and fees may be charged for graduate assistants only.~~
- TFSSI expenses are allowed on most ~~other~~ sponsored projects when associated with a ~~Graduate Assistant's~~ graduate assistant's appointment to work on the project. [Note: USDA may restrict the expensing of tuition, fees and insurance to sponsored projects; review your project guidelines or ask OSP if you have questions-].
- Scholarships are not an allowable expense unless specifically approved by the sponsor.

~~D. Office of Sponsored Programs Policy on unallowable expenses:~~

~~**D-1.** OSP reviews expenditures periodically through the life of a sponsored project budget and prior to closeout based on information in the University's financial system. If, through this review, it is determined that an unallowable expenditure has been assessed to a project, OSP will contact the responsible college finance director to either correct the transaction or perform a review of the facts associated with the assessment of the expenditure.~~

- TFSSI expenses are allowable on formal training grants as a scholarship.

~~The review will identify who was responsible for the assessment of the expenditure, the circumstances surrounding placement of the unallowable expenditure on a sponsored project budget, and where the expenditure is to be transferred. OSP may be consulted to assist in the review process to ensure allocation of costs is completed in accordance with existing regulations, award conditions, and applicability to the scope of the project. Action, such as a review of policies and procedures, identification of resources available in making cost determinations, and improvement of internal controls, will be taken by the college to ensure unallowable costs are not placed on sponsored projects in the future. Based upon the review, the college will determine the severity of the infraction and the potential for recurrence. Taking into consideration the severity and potential for recurrence, the college will make a recommendation for resolution.~~

~~Once a review has been completed, any unallowable expenditure(s) shall be removed from the sponsored project budget and placed on an unrestricted University budget. If an unrestricted University budget is not available, the expenditure(s) will be deducted from the facilities and administrative costs returned annually to the college. Copies of all back-up documentation for the review process and associated transfers must be retained by the college and originals forwarded to OSP for retention in the official University file. **(Note, any resolution and provision of necessary paperwork will not preclude OSP from conducting a full review of sponsored project activity within the area under review.)**~~

~~This process shall also be used if an unallowable expense is placed on a project and the unallowable expense is identified by persons other than OSP.~~

~~**D-2.** If it is determined that the potential for recurrence is high, the Office for Research and Economic Development (ORED), with the concurrence of the college, will require the individual to take or retake formal training offered by OSP.~~

~~**D-3.** If an individual commits the same infraction or fails to comply with responsive actions identified through the process in D-1 and D-2, his or her repeated actions may be referred for review by an ad hoc committee comprised of the Associate Vice President for Research and Economic Development, the dean or dean's designee of the individual's college(s), a representative from OSP, a representative of the University controller, and two peers. A representative from HR and internal audit will be included in an advisory capacity. **The committee will review the available facts and make recommendations for further investigation or remedial and/or disciplinary action to the appropriate individual(s).** Recommended employee disciplinary action will be made to the individual's supervisor and unit administrator/dean, and any such action shall be at the discretion of the appropriate supervisor and shall proceed in accordance with the employee disciplinary procedures in the applicable University policies. Recommendations for non-disciplinary remedial actions, such as required training or revocation of access to manage sponsored project activity, shall be made to the Vice President for Research and Economic Development. Nothing herein shall limit the authority of an individual's administrative unit or ORED to otherwise impose discipline or remedial activities within their existing authority and without referral to the above described committee.~~

| **F. Contact ~~Information~~information.** For additional information, please contact the Cost Accounting Unit of the Office of Sponsored Programs at 208-885-6651 or osp-cost@uidaho.edu.



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://sitecore.uidaho.edu/governance/policy>.

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **APM 45.07 Cost Transfers on Sponsored Projects**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator: Sarah Martonick

Policy Sponsor, if different from Originator: Chris Nomura

Reviewed by General Counsel Yes No Name & Date: Manisha Wilson,
5/18/2023

1. Policy/Procedure Statement: Briefly explain the reason for the proposed addition, revision, and/or deletion.

Revisions are necessary to bring policies up to current requirements for sponsored project regulations, and to clarify Chart V nomenclature (budget vs. fund/index, etc.).

2. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?

None – no substantive changes.

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

45.07 -- Cost Transfers on Sponsored Projects

January 3, 2012

A. Purpose. ~~The purpose of this policy is to outline the~~ provide guidelines surrounding for the movement of sponsored project posted Banner expenses between indexes/~~funds.~~

B. Scope. This policy applies to all cost transfers and labor redistributions which involve one or more sponsored projects.

CA. Cost transfer dDefinitionsed. A cost transfer is a

~~CA-1. Cost Transfer.~~ Any Banner transaction that moves an expense either from one ~~budget index/fund~~ to another, or from one expense code to another, as a correcting entry to the original posting.

DB. Policy. This policy establishes the proper procedures and internal controls required for cost transfers in general, as well as specifically for sponsored projects. A cost transfer signals to an auditor that ~~something a transaction~~ requiring correction has occurred and that further investigation may be needed. In particular, when a cost transfer is processed onto a sponsored project budget near the project's termination date, an auditor may interpret it to mean that the Principal Investigator (PI) is trying to simply expend the balance remaining in the project budget rather than charging only appropriate project-specific expenses. ~~This policy establishes the proper procedures and internal controls required for cost transfers in general, as well as specifically for sponsored projects.~~

While ideally all expenses are processed and posted to the correct project ~~budget index/fund~~, the University recognizes that errors occur and cost transfers to correct those errors may be necessary. ~~Cost transfers are to be used when an expense is incorrectly processed on one budget index/fund and require the expense needs to be transferred to the correct budget index/fund.~~ Cost transfers may also be used when correcting an expense code used for a particular item ~~of cost to a more appropriate expense code.~~ Cost transfers may not be used to transfer ~~income revenue~~ from one account to another. (Note: The rule code IDG [See APM 75.30] should *only* be used either to record ~~income revenue~~ for a service provided, such as lab testing, or for cost transfers that are internal to the University.)

EE. Process/Procedures. The following guidelines are provided to ensure cost transfers are proper and authorized. ~~The Payroll Cost Transfer form found on the OSP website is only to be used for transferring payroll expenses.~~ All other types of cost transfers should be completed in Banner with adequate explanatory text.

EE-1. Timely Correctionscorrections. The ~~allowability likelihood~~ of a cost transfer onto a sponsored project ~~being approved~~ improves when the error is corrected within a reasonable time period (i.e. within 90 days ~~of the end of the month from~~ when the charge first ~~appeared posted~~). Cost transfers at the end of the project ~~period should be avoided~~ require strong justifications, and ~~in no event will e~~ cost transfers onto a project ~~be allowed~~ in excess of 90 days after ~~the project~~ termination date ~~are allowed only in extenuating circumstances and as approved by OSP.~~

E-G-2. Proper Explanation-explanation Requiredrequired. PIs and ~~Department~~ Grant Administrators (DGAs) are ~~ultimately~~ responsible for ~~fully the justification of justifying~~ the cost transfer. The justification must ~~state address the following~~ in detail: **A)** how the error occurred; **B)** why the transfer is required; and **C)** how the expenditure ~~is of benefited to~~ the project ~~scope of work~~. Statements such as 'to correct error' or 'clerical error' are not sufficient to withstand an audit. Cross-referencing text (cost transfer ~~document~~ number, date, explanation, and name of person entering cost transfer) must be added to the original ~~incorrect posting transaction~~ document ~~on which the error occurred~~ in order to be able to

track the expense's path and to reduce the chances that of the same cost transfer expense being is moved more than once.

CE-3. Required ~~Supporting supporting Documentation~~documentation. All supporting documentation for cost transfers must be maintained ~~in the unit for three years after the termination of the project as per~~ the requirements of the project, but at a minimum for three years from project financial closeout. See APM 45.12.

CE-4. Guidelines for ~~Nonnon-p~~Payroll ~~Cost-cost Transferstransfers~~. All cost transfers onto a sponsored project budget ~~need to should~~ include the following steps:

a.) Prior to initiating a transfer document, review ~~FGIBAVL~~ financial records to ensure that the receiving budget is not overdrawn and that the account category receiving the transferred expense, and any associated F&A, has adequate funds to cover these costs. Account categories with insufficient funds will require a budget transfer, reviewable by OSP, for allowability and determination of whether sponsor approval is required.

b.) Ensure that the expense being transferred is within the project period of the receiving sponsored project, as defined in the Banner form FRAGRNT.

~~**c.)** Cost transfers which will potentially affect F&A, including capital outlay > \$5K may not be transferred without review and approval by OSP. These as these expenditures are audit sensitive, will affect F&A, and may need to be verified as being unallowable.~~

~~**cd.)** Ensure that any transferred expense is an allowable expense on the receiving budget. Refer all allowability questions to the Cost Accounting Unit of OSP.~~

~~**de.)** Prior to transferring any expense, review FOATEXT for the transaction to preclude the transfer of a previously transferred cost. See EC-2, above.~~

CE-5. Labor R redistributions (~~Payroll-payroll Cost-cost Transferstransfers~~). The Banner Labor Redistribution process is used to correct for labor when it has been identifieddetermined that salaries or wages havelabor has been incorrectly expensed on one index/fund and needs to be transferred to another index/fund. Prior to starting the process the following steps should be completed. Payroll cost transfers onto or off of sponsored projects must use the form found on the OSP website and include the following steps:

a) Determine the employment dates involved (multiple pay cycles are allowed) and the amount of salary to be transferred. Verify that all -of the dates fall within the project period.

~~**b) b)**~~ If the change is retroactive and ongoing, complete an EPAF for processing through the normal approval and Banner posting cycle. In the Remarks section of the EPAF, indicate that you have requested a cost transfer for \$xx.xx (amount) from XX/XX/XX to XX/XX/XX (employment dates).

c) If the labor redistribution is for a graduate student, ensure that any tuition remission is appropriately transferred in proportion to the change, if tuition remission is an allowable cost on the project.

~~**d) e)**~~ Complete the Banner Labor Redistribution process Payroll Cost Transfer (PCT) Form and include the following comments:-

- -The grant code(s). should be included in the comments area
- -Justification for how the employee's effort relates to the index/fund the costs are being transferred to.
- -How the error occurred.
- -Any sSpecific internal controls to be implemented to avoid future issues.

- -If request is over 90 days from the original payroll posting, include the extenuating circumstances causing the delay in processing. OSP will normally only allow the movement of effort off a sponsored project to a non-sponsored project that is over 90 days from the original payroll posting date.

~~Questions one and two must be answered. If the PCT is more than 90 days past the end of the month of the posting date of the first pay period, questions three and four must also be answered. Each employee and project director/PI receiving the expense *must* sign and date the PCT form. This signature authority *may not* be delegated.~~

- ~~d) Attach any supporting documentation to the completed PCT form. Examples of supporting documentation include the NWPRES report, the NHIDIST screen, and the PHAHOOR screen for partial pay periods.~~
- ~~e) Send the PCT form with supporting documentation to OSP at mail stop 3020.~~
- ~~f) Ensure the Personnel Activity Report (PARs) [see APM 45.09] agrees with the information included on the cost transfer.~~
- ~~g) Payroll cost transfers cannot be completed online in Banner.~~

CE-6. Cost Transfer-transfer Limitationlimitation. A cost ~~will~~should not be transferred more than once, unless it was disallowed.

DE. Contact Informationinformation. Any questions regarding cost transfers should be addressed to the Office of Sponsored Programs at 208-885-6651 or osp@uidaho.edu.

G. Forms:

GH. Related Policies.

- APM 45.06 – Allowable and Unallowable Sponsored Project Expenditures
- APM 45.12 – Sponsored Projects Record Retention
- APM 75.30 – Interdepartmental Charges (IDs):



Requesting Campus Feedback:

Improving Student Success Via Revised Curricula and Instruction

To strengthen U of I students' outcomes, President Green has charged a Step-Up Completion: Collaboration, Evidence, Synergies, & Support (SUCCESS) Team to propose initiatives for funding likely to **increase our current 61% six-year graduation rate to 77%**, matching the current average at Research I institutions. Because U of I is enrolling increasing numbers of first-generation and other students from historically marginalized groups, President Green's charge focuses on using evidence-based approaches shown to improve graduation rates ([Bradley, 7.14.21; The Equity/ Excellence Imperative: A 2030 Blueprint for Undergraduate Education at U.S. Research Universities](#)).

To ensure that the final proposal is informed by perspectives from across campus, the SUCCESS Team invites feedback from campus groups over the next few months.

Specifically, the team is charged to build on U of I's existing Strategic Enrollment Plan (SEP) by focusing on evidence-based revisions to curricula and instruction shown to deepen learning and improve academic achievement. The team will propose three broad curricular and instructional student

success initiatives to President Green and Provost Lawrence by mid-May.

The SUCCESS Team invites feedback from campus groups, in two stages.

In **stage 1** (*January/early February*), campus groups are asked to provide feedback on six possible initiatives, each informed by evidence from other institutions. Using campus feedback, the team will narrow to three initiatives and develop possible approaches to pursue each.

In **stage 2** (*late February/early March*), all members of campus will be asked for feedback on the possible approaches.

The Team has worked hard to research and provide references for your consideration. **Your feedback is critical to success, and we appreciate your input** on this important project.

To provide stage 1 feedback, please review the descriptions of **each of the six possible initiative topics below**, then click on this [Feedback Form](#), selecting which of the initiatives you are responding to. Note you can re-enter to submit for each initiative. You'll be asked for your thoughts in response to the following questions for each initiative:

- 1. *What existing relevant strengths at UI could serve as a foundation for this initiative?***
On a scale of 1 to 10 (1 low, 10 high), how extensive and well established are UI's existing relevant strengths?
- 2. *What improvements in students' learning, preparation for upper-division courses, or other outcomes would you expect to result if UI pursued this initiative?***
On a scale of 1 to 10 (1 low, 10 high), how important is it to achieve these improvements?
- 3. *What is potentially interesting or attractive about this initiative?***
On a scale of 1 to 10 (1 low, 10 high), how much would you like to see UI pursue this initiative?
- 4. *What concerns do you have about this initiative and its implementation?***



Revise General Education Curriculum

General education prepares students to connect ideas across disciplines, engage usefully with differing views, recognize how knowledge claims differ across disciplines, adapt to changing work environments, and participate in civic life. Revised general education curricula often streamline general education requirements, use broad themes across disciplines, and scaffold courses' integration with major requirements across four years.

Research: shows (a) integrating and applying knowledge deepens understanding¹ and (b) integrated curricula and learning experiences promote academic success².

Example: [Arizona's General Education Curriculum](#)

Initial Ideas Generated by the SUCCESS Team:

1. Reconsider when and how courses are offered to support students' timely completion.
2. Develop an introduction-to-campus module.
3. Redesign curricula to engage detached students.
4. Add a civic participation requirement.



Expand & Enhance Common Learning Experiences

Common learning experiences, such as first-year seminars and learning communities, offer meaningful curricular and cocurricular experiences to enhance student learning, often using broad themes and varied curricular and co-curricular choices.³

Research: shows common learning experiences (a) improve student success and GPA; (b) are consistently linked to higher retention and graduation rates; and (c) positively impact racially/ethnically minoritized, first-generation, conditionally admitted, and undeclared students⁴⁻¹⁰.

Initial Ideas Generated by the SUCCESS Team:

1. Bridge program to prepare students for a FYE.
2. Various FYE opportunities to introduce general education.
3. Links from FYE to sophomore-, junior-, and senior-year experiences.
4. A culminating experience that builds on students' earlier common intellectual experiences.
5. Support for core cognitive and non-cognitive skills.

Example: [Arizona State's highly rated First-Year Experience \(FYE\) Program](#)



Increase Use of Evidence-Based Teaching Practices

Evidence-based teaching practices, such as active learning, promote higher order thinking and self-directed learning through discussion, case studies, group work, problem solving, writing, sketching, and other instructor-guided activities.

Research: A meta-analysis of 255 studies of STEM courses linked active learning to +6% average exam scores and +12 percentage points in course success rates, with traditional lecture students 1.5 times more likely to fail¹¹. Substantial research has linked success in foundational courses to increases in both retention and graduation rates^{12-17, 22-23}.

Example: [Home • Active Learning and Inductive Teaching • Iowa State University \(iastate.edu\)](https://www.iastate.edu)

Initial Ideas Generated by the SUCCESS Team:

1. Revise promotion and tenure criteria
2. Establish evidence-based, inclusive teaching practices; offer leadership, elevate expertise, and emphasize research on learning & instruction.
3. Ensure faculty have resources needed to pursue evidence-based teaching practices.



Provide More Real-World Learning Opportunities Earlier

Undergraduate (UG) research, internships, community-based learning, and other real-world learning experiences are linked to increased learning, graduation rates, and post-graduation success.

Research: UG research has been linked to +4% to +10% in overall graduation rates and +13% STEM degree completion, with particular benefits for racially/ethnically minoritized and other historically marginalized backgrounds¹⁸⁻²¹.

Example: [Echegoyan et al \(2019\)](#) showed a strong association between completing [UTEP's Freshman Year Research Intensive Sequence](#) and long-term retention for the 1,652 students they studied, 2015-2017 (~63% female, ~86% Hispanic).

Initial Ideas Generated by the SUCCESS Team:

1. Add co-op experiences, problem solving components, career experiences, undergraduate research, and capstone courses or experiences.
2. Strengthen industry connections.
3. Engage community members as co-creators of learning and scholarship.



Streamline Degree Pathways

The open source [Curricular Analytics](#) toolkit enables faculty to quantify curricular complexity, identify opportunities to streamline curricula, and create degree plans that best enable students to achieve timely degree completion. For example, some universities using Curricular Analytics have revised prerequisites or integrated just-in-time modules on key topics, e.g., building instruction in differential equations into engineering courses that require this knowledge.

Research: Preliminary data from a [\\$1.99M Ascendium Foundation grant](#) supporting the use of Curricular Analytics at 30 R1 and R2 institutions suggest that curricular complexity varies by discipline and that, while some complexity is needed to sequence learning, higher complexity typically correlates with lower graduation rates and longer time- to-degree for those who do graduate, with greater impacts on first-generation, Pell-eligible, white, and some minoritized students.

Example: The Curricular Analytics Project is part of a larger trend to use data to create more equitable curricular pathways, e.g., [at UT San Antonio](#).

Initial Ideas Generated by the SUCCESS Team:

1. Examine evidence about where students get slowed or stopped, e.g., when courses needed to progress are offered too infrequently or with too few seats.
2. Accelerate the process and smooth the pathway for transfer students; enter all degree plans into VandalWeb.
3. Consider upgrading our college policy manuals for students. Consider including information on commonly used course substitutions.
4. Consider a “one-stop shop” for students, passports to success, and a humanistic/ not mechanistic approach to genuinely supporting our students throughout their academic career.



Better Support Historically Marginalized Students

Provide intentional support for all students, especially first-generation students, international students, and others from historically marginalized groups.

Research: Founded in 2004, [Excelencia in Education](#) tracks degree completion goals and measures of progress for Latino and all students, replicates and expands practices shown to improve academic achievement, and supports institutions committed to serving Latino students.

Example: *Excelencia's* [Growing What Works Database](#) features 200+ programs supporting Latino students' academic success. Similarly, the [Center for First-Generation Student Success](#) supports colleges and universities to scale programs shown to effectively support first-generation (first-gen) students by providing data and professional development opportunities, promoting research on first-gen persistence and completion, and building a national network. Typically, educational approaches that benefit first-gen and racially/ethnically minoritized students better support all students.

Initial Ideas Generated by the SUCCESS Team:

1. Expand and/or extend the work of UI's [Office of Equity and Diversity](#) and its existing programs.
2. Equip faculty and staff to work effectively with students from first-generation, low-income, and/or high-trauma backgrounds, as well as those from other marginalized groups.
3. Prepare students to request support, course substitutions, etc., when needed and appropriate.
4. Develop online modules and/or other resources to support students who need to brush up on foundational skills.
5. Redesign campus spaces to promote student success.
6. Consider seeking a first-generation designation.
7. Support faculty in designing high-quality courses across delivery modes (face-to-face, online, hybrid).



References

[1 National Academies of Sciences, Engineering, and Medicine, 2018](#)

[2 Hearn, 2006](#)

[3 High-Impact Practices | AAC&U \(aacu.org\)](#)

[4 Jamelske, 2009](#)

[5 Swanson et al., 2017](#)

[6 Vaughan et al., 2014a](#)

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Vaughan, A., Parra, J., Lalonde, T. "First-Generation College Student Achievement and the First-Year Seminar: A Quasi-Experimental Design." *Journal of the First-Year Experience & Students in Transition*. Vol. 26, No. 2, Fall, 2014, pgs. 51-67(17).

[8 Miller & Lesik, 2014](#)

[9 Vaughan et al., 2019](#)

[10 Pickenpaugh, Yoast, Baker, & Vaughan, 2021](#)

[11 Freeman et al. 2014](#)

[12 Koch & Pistilli, 2015](#)

[13 Cabrera, Burkum, & LaNasa, 2005](#)

Cabrera, Alberto F., et al. "Pathways to a four-year degree." *College student retention: Formula for student success* 155214 (2005).

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[15 Lewis & Terry, 2016](#)

Lewis, M., R. Terry, and N. Campbell. "Registering risk: Understanding the impact of course-taking decisions on retention." *Proceedings of the 12th Annual National Symposium on Student Retention*, Norfolk, VA, USA. 2016.

[16 Moore & Shulock, 2009](#)

[17 Offenstein & Shulock, 2010](#)

[18 Rodenbusch et al., 2016](#)

[19 Rodrigo-Peiris et al., 2016](#)

[20 Indorf et al., 2019](#)

[21 Bangera & Brownell, 2017](#)

[22 T. Xing, S. Beyerlein, and J. Crepeau, 2023](#)

[23 J. Crepeau et al., 2020](#)





University
of Idaho

VANDAL GATEWAY PROGRAM (VGP) ANNUAL REPORT

DEAN SEAN QUINLAN

ANNETTE FOLWELL, ASSOCIATE DEAN

BRIAN DULIN, VGP COORDINATOR

**COLLEGE OF LETTERS, ARTS, AND
SOCIAL SCIENCES**

VANDAL GATEWAY PROGRAM

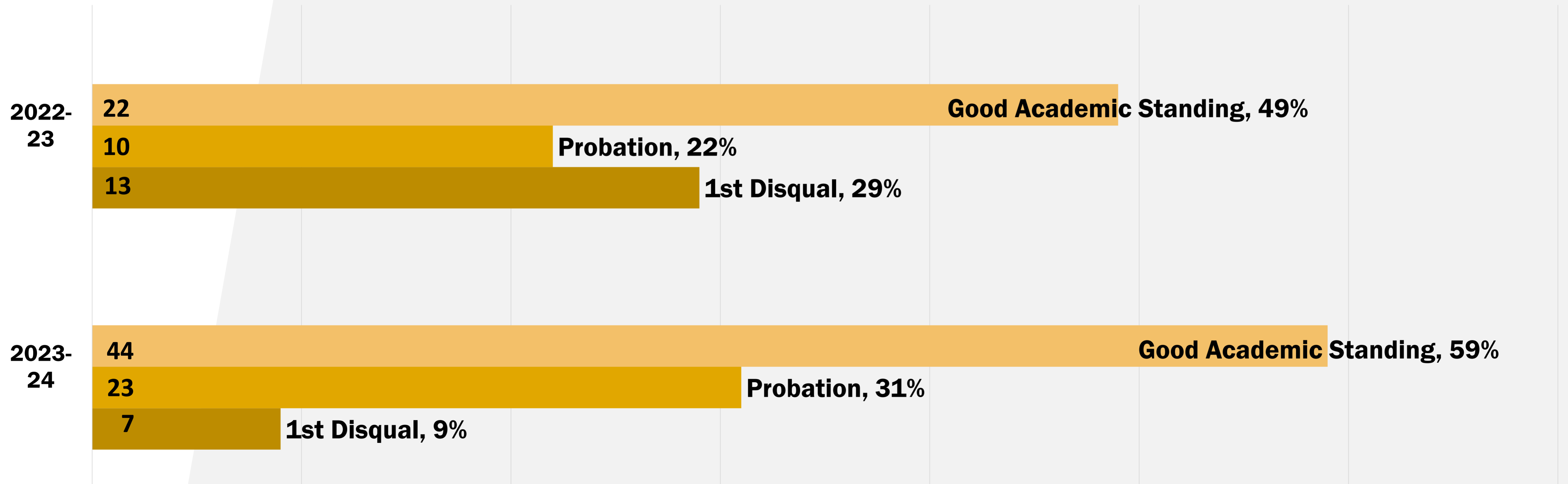
- I Allows students slightly below our usual admissible standards to be directly admitted to UI (2.3-2.59 GPA)
- I For their 1st year, students take General Education courses along with courses in their anticipated major
- I VGP has dedicated staff and faculty that advise, mentor, and teach students
- I After 1st year, VGP student transfer to their chosen major
- I 75% of VGP students served are Idaho residents
- I 48% of VGP students served are first-generation college students



ACADEMIC STANDING

I AY 2022–23: 45 VGP students (47 attended but 2 withdrew)

I AY 2023–24: 77 VGP students (84 attended but 7 withdrew)



PERSISTENCE, RETENTION, AND AWARDS

AY 2022-23:

- 88% persisted from fall to spring and 50% were retained for Fall '23
- 5 additional students returned for the Spring '24 semester (three Fall 22 students did not attend in Fall '23, but returned spring '24 and two spring '24 students did not attend fall '23, but returned spring '24)
- 3 students transferred to other institutions
- 9 students achieved a 3.0 or higher GPA and earned CLASS one-time awards

AY 2023-24:

- 85% persisted from fall to spring
- 2 students transferred to another institution
- 20 students achieved a 3.0 or higher GPA and earned CLASS one-time awards

WINS, LESSONS, AND LOOKING AHEAD

- I All the right pieces are now in place:
 - Direct admissions policy, well-qualified and effective VGP Coordinator hired, and additional faculty and advisor hired
- I Significant improvement in student achievement (10% increase of Good Academic Standing and 20% decrease in 1st DQ)
- I VGP opens doors for students who otherwise could not attend college
 - VGP serves multiple colleges and increases overall UI enrollments
 - Students who transfer from UI, while not ideal, are success stories
- I Financially self-sustaining and remained within original budget
- I Develop a process for VGP students to be considered for **Idaho Opportunity** or **Go Idaho** scholarships after completion of first year

2023 – 2024 Faculty Senate – Pending Approval
Meeting # 18
Tuesday, January 23, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Maas, McKenna, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Tibbals.

Absent: Kenyon (excused), Hobbs, Reynolds

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #17, January 16, 2024, were approved as distributed.

Announcements and Communications, Part 1:

- **Admissions Standards** - Use of Standardized Tests for Admission Decisions – Dean Kahler, Vice Provost, Strategic Enrollment Management.

After reviewing AY 2022-23 admission standards, Vice Provost Kahler presented retention rates by high school (HS) GPA. **The data are attached to these minutes.** From Fall 2015 through Fall 2022, the retention rate with HS GPA of 3 and above has been around 80%, with a slight downward trend (81% in Fall 2015 vs. 77% in Fall 2022). The lack of SAT/ACT scores doesn't appear to change in a significant way the trends that we saw before waiving those scores.

Discussion:

In response to a question, Vice Provost Kahler noted that the HS GPA has been found to be a good predictor of success by other peer universities as well.

A senator cited the New York Times article "The Misguided War on the SAT" (nytimes.com) as an interesting take on the subject.

As for the slight decline in the retention rate of our best students (GPA 3 and up), the reasons can be diverse – sometimes they are non-academic, financial or family related. Additional analysis needs to be done on those trends to get better insight.

A senator is concerned that our current trend of lowering the standards and reducing barriers to entry to move students through may be seen unfavorably from the outside. Vice Provost Kahler responded that many campuses are having similar conversations. Next Monday, there is a meeting (Jean-Marc will be there) with the State Board (SB) staff to discuss our direct admit Idaho program. WSU has already dropped SAT scores from their admission standards. Provost Lawrence added that the SB is strongly committed to access and to educate more Idaho students, as demonstrated by the \$75M invested in the "Launch" initiative.

Provost Lawrence summarized the question before Faculty Senate: If we take no action, the current emergency action will expire and admission standards for Fall 2025 will revert to their pre-COVID status. If the Faculty Senate wants to act, the main question is whether dropping SAT scores caused large differences in retention and completion rates. The data suggests that it didn't. Vice Provost Kahler agrees.

Addressing a question about the current minimum GPA (which is 2.6, same as originally), the Provost noted that, with the current standards, a student with a GPA of 2.6 is directly admitted, whereas, in the former system, a student with a GPA of 2.7 would have not been directly

admitted if they had a low SAT score. So, the main question is: Are those students succeeding or do we need to be more careful with the group at the bottom?

Master Developer P3 Update – The project manager is Toni Broyles, Special Assistant to AVP, Cami McClure, Assistant Vice President, Auxiliary Services.

From campus-wide surveys, the issues that come up most frequently are pay, housing and childcare. With regard to housing, they are at the stage of research and analysis to provide recommendations. They are looking at housing for undergraduate (UG) students, graduate students (GS), married students with children (parenting housing), employees, and sometime in the future, retirees. They did an initial survey last year and one is on-going this year, for UG, GS, faculty and staff. The largest response rate is from employees. They are now pushing for a higher response from undergrad and graduate students. Toni asked to let students know about this feedback opportunity open to the entire campus.

Toni displayed a map showing the location of university housing. The “UG corridor” from Wallace Complex over to the LLCs is where UG, and some GS, predominantly live. Apartment living is on the so-called “South Hill,” the older part built in the 1960s and the newer in the 1990s. Those buildings are old, parking is limited, and so is access to emergency services. Nothing has been decided, as they are at the stage of preliminary design of some reconfiguration. The average age of our buildings is 53 years. As a future R1 university, and to be among the 25 top public residential universities (a priority for President Green), we need suitable on-campus housing. The plan is to keep UG housing where it is, and keep the amenities, such as food services, in the UG corridor. Also, some separation between graduate housing and parenting housing is appropriate. Future plans include a dedicated building for graduate and professional students. The university has recently procured the area where the Wells Fargo ATM used to be and some old railroad land nearby.

Units and departments work hard to bring the best faculty to campus, but when these new faculty come, they may not find suitable housing. It’s important to let them know that new faculty have at least one place to land when they first arrive. As part of their recruiting package, units/departments may consider showing to prospective faculty some of the apartments the university can make available as a landing place.

In summary, they are doing inventory and research analysis across the whole spectrum, from UG to Emeriti who wish to remain in contact with the university but seek a smaller, easy-maintenance residence.

Discussion:

To the question of our capacity, Toni replied that the final survey will provide more information. On the South Hill, in the future there will probably be about 250 beds for graduate and professional students and 150 for parenting housing. The UG sector will require mostly renovation of Wallace, Tower and Elmwood. There, is enough land plus the possible demo of Shoup and McConnecll, that we can expand up to 800 beds if needed. Furthermore, for the planned market rate employee housing, major employers in the area (SEL, Gritman, Pullman Regional) are experiencing similar problems when seeking to hire highly trained personnel who come to town but can’t find proper housing. Should we end up with more university employee housing than needed, renting living space to these local employers could be a source of revenue.

It was pointed out that extension students who come to the Moscow campus for a limited time also need a place to stay, in addition to housing in Southern Idaho. Toni responded that they are also considering setting aside space for visiting lecturers and extension people and for Study Abroad students.

A senator wondered whether establishing a relation with local “Airbnb” could help for short-term visitors. Toni replied that it could be an option (there 1,000 Airbnb in Moscow), but only for short-term living.

For any questions or feedback, reach out to Toni at tonibroyles@uidaho.edu

Chair’s Report:

- We just heard presentations about admissions and housing, which are important factors for the long-term evolution of the university. If the university grows, are we ready for more students? What kind of growth can we accommodate?
- These types of conversations reinforce the role of senate leadership as a place of dialog and shared governance. Please help us make our role more efficient and productive, by providing your feedback.

Provost’s Report:

- 10th day data on Spring semester enrollment will be available next week.
- UI’s legislative presentations begin this week and will take place over the next 1-2 months. This is a different schedule than previous year. Vice Provost for Faculty Diane Kelly-Riley sent a communication to standard pay faculty on 1/19/2024 about tentative deferred pay implementation. Please visit:

<https://www.uidaho.edu/provost/faculty/salary/deferred-pay>

Discussion:

A senator inquired whether deferred pay is a “done deal” as far as Faculty Senate involvement is concerned. The Provost responded that the implementation will likely require changes in FSH/APM and, thus, Senate will be involved. Implementation plans are ongoing and the President supports what’s being done. As a follow-up, the senator suggested making this point clearer on the webpage.

Changes to the Administrative Procedures Manual (non-voting):

- APM 45.09 Effort Reporting and Personnel Activity Reports – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs.

Change of our effort reporting system and process needed to be reflected in the APM – from PAR to Effort Reporting, with the use of Banner.

Discussion:

There was a suggestion to clarify the meaning of “Hatch, Smith-Lever” in section B.

- APM 45.10 Facilities and Administrative (Indirect) Rate – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs.

Update for consistent format, to clarify statements and applicability for location and type, and change ‘Public Service/Outreach’ to ‘Other Sponsored Activity’ per our last F&A rate agreement.

Discussion: None.

- APM 45.12 Sponsored Project Closeout and Recordkeeping Responsibilities – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs.

Reformat to conform to standard APM style, clarify closeout and recordkeeping processes due to shift to electronic record keeping and other system changes. Mostly, changing nomenclature and formatting.

Discussion: None.

- APM 45.15 Subawards and Subcontracts – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs.

Clarification of the subaward request and issuance process to include new requirements and processes. No substantial changes in responsibilities, monitoring, or timelines. Adding 2 CFR 200 in place of the A-121 and A-133 references, and formatting to standard APM format.

Discussion: None.

- APM 95.21 University Closures – Shane Keen, Clery Compliance Officer, Public Safety and Security.

Comprehensive review. Language clarified throughout.

Discussion: None.

Announcements and Communications, Part 2:

- FY24 CEC Summary – Kim Salisbury, Associate Vice President, Budget and Planning, DFA Budget and Planning.

Kim displayed a slide showing a summary of FY24 CEC. She went over the breakdown of the Gen Ed budget into various categories – across the board to address inflation, bring salaries up to 80% of target, merit funds, promotion and tenure increments, etc. The table also shows overall increase in salary over FY23; total merit increases; average starting percentage, average increase percentage, and average final percentage of target; number of CEC eligible and CEC non-eligible employees; number of employees receiving merit increases; number of employees brought up to 80% of target; number of eligible employees still below 80% of target.

The slide with the detailed data is attached to these minutes.

Discussion:

Kim explained how the \$600 for across-the-board increases came to be. Working backwards from the total Gen Ed budget, they addressed priorities such as raising salaries to 80% of target, then met other Gen Ed obligations. What was left, in steps of \$100, amounted to \$600 per FTE. Provost Torrey added that this year a percentage increase was recommended, rather than a flat number for all eligible employees.

Clarification was asked about the group of eligible employees still below 80% of the target. This is due to grant funding in a small number of areas.

- Parking – Steve Mills, Director, Parking and Transportation Services.

Availability: One of the aspects that senators wanted to discuss is the reason why in the Greek housing area, (Blake, Taylor, Sweet and 7th), all parking permits are purple or magenta. This is to provide parking to students who bring a car to campus. Some students also use the gravel area west of the Kibbie Dome.

The second question was about the cost and how it is determined: Since 2009, our parking permits have gone up about 40%, which is consistent with the nationwide increase, and less than 72% of the universities that they looked up.

Discussion:

Why not adopt a sliding scale, where the cost of the permit is commensurate to one's salary? Steve does not see this as an equitable solution. The university salary may be only one source of an individual's income. Also, with income-based permit costs, more employees will be able to purchase gold permits, which will create additional problems. Eventually, with this model, parking would become underfunded. Lots are very expensive to maintain.

Why should we pay for parking at all? Most employers provide parking. Vice President Foisy addressed this question. Parking must be a fully self-sustained, auxiliary operation by SB mandate. No Gen Ed funds can go into it.

Moscow is walkable and there is public transportation to campus, but what about people who live outside of Moscow? Are students promised a parking spot if they have a car on campus? Yes, they are, although -- Dean of Students Blaine Eckles added -- it's a challenge. They discourage students from bringing a car to campus.

The presentations on Computing Resources Available for Research, and the Report from the Ubuntu Committee were postponed due to the late hour.

New Business:

None.

Adjournment:

The agenda not being completed, the Chair called for a motion to adjourn. So moved (Tibbals, Mittelstaedt). The meeting was adjourned at 5:02pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

FY24 CEC SUMMARY

Snapshot as of 05.18.2023

| | Staff GenEd | Staff GenEd | Non-Staff Total | Faculty GenEd | Faculty GenEd | Non-Faculty Total | GenEd Total | Non-GenEd Total | Grand Total | Staff % of Total | Faculty % of Total |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|------------------|--------------------|
| FY24 Target Salary | \$ 47,763,716 | \$ 44,172,405 | \$ 91,936,121 | \$ 48,478,160 | \$ 23,963,002 | \$ 72,441,162 | \$ 96,241,876 | \$ 68,135,407 | \$ 164,377,282 | 55.93% | 44.07% |
| Pre-CEC Salary | \$ 42,030,925 | \$ 44,401,786 | \$ 86,432,711 | \$ 43,599,797 | \$ 22,577,863 | \$ 66,177,660 | \$ 85,630,722 | \$ 66,979,649 | \$ 152,610,371 | 56.64% | 43.36% |
| Across the Board Increase \$600 per 1 FTE | \$ 397,537 | \$ 475,568 | \$ 873,104 | \$ 286,895 | \$ 153,665 | \$ 440,559 | \$ 684,431 | \$ 629,232 | \$ 1,313,664 | 66.46% | 33.54% |
| Up to Minimum Classified/Exempt Minimums | \$ 120,725 | \$ 79,669 | \$ 200,394 | \$ - | \$ 1,336 | \$ 1,336 | \$ 120,725 | \$ 81,005 | \$ 201,730 | 99.34% | 0.66% |
| Up to 80% of Target | \$ 477,432 | \$ 189,625 | \$ 667,057 | \$ 102,019 | \$ 35,285 | \$ 137,304 | \$ 579,451 | \$ 224,910 | \$ 804,361 | 82.93% | 17.07% |
| Merit Pool Funds | \$ 506,427 | \$ - | \$ 506,427 | \$ 459,765 | \$ - | \$ 459,765 | \$ 966,192 | \$ - | \$ 966,192 | 52.41% | 47.59% |
| Promotion and Tenure Increments | \$ - | \$ - | \$ - | \$ 178,940 | \$ 272,283 | \$ 451,224 | \$ 178,940 | \$ 272,283 | \$ 451,224 | 0.00% | 100.00% |
| University-Wide CEC | \$ 1,502,120 | \$ 744,862 | \$ 2,246,982 | \$ 1,027,620 | \$ 462,568 | \$ 1,490,188 | \$ 2,529,740 | \$ 1,207,430 | \$ 3,737,171 | 60.13% | 39.87% |
| Additional Unit Funded Non-Merit | \$ 267,234 | \$ 667,503 | \$ 934,736 | \$ 185,654 | \$ 364,876 | \$ 550,530 | \$ 452,888 | \$ 1,032,379 | \$ 1,485,266 | 62.93% | 37.07% |
| Additional Unit-Funded Merit | \$ 74,262 | \$ 386,022 | \$ 460,284 | \$ 53,382 | \$ 260,589 | \$ 313,971 | \$ 127,644 | \$ 646,611 | \$ 774,255 | 59.45% | 40.55% |
| Additional Unit-Funded Increases | \$ 341,495 | \$ 1,053,525 | \$ 1,395,020 | \$ 239,036 | \$ 625,465 | \$ 864,501 | \$ 580,531 | \$ 1,678,989 | \$ 2,259,521 | 61.74% | 38.26% |
| Total CEC Investment in Salaries | \$ 1,843,616 | \$ 1,798,387 | \$ 3,642,002 | \$ 1,266,656 | \$ 1,088,033 | \$ 2,354,689 | \$ 3,110,272 | \$ 2,886,420 | \$ 5,996,691 | 60.73% | 39.27% |
| Final FY24 Base Salary | \$ 43,835,374 | \$ 46,240,342 | \$ 90,075,716 | \$ 44,955,370 | \$ 23,582,009 | \$ 68,537,379 | \$ 88,790,744 | \$ 69,822,350 | \$ 158,613,094 | 56.79% | 43.21% |
| Overall Increase in Salary over FY23 | 4.29% | 4.14% | 4.21% | 3.11% | 4.45% | 3.57% | 3.69% | 4.24% | 3.93% | | |
| Total Merit Increases (Pool + Unit Funds) | \$ 580,689 | \$ 386,022 | \$ 966,711 | \$ 513,148 | \$ 260,589 | \$ 773,736 | \$ 1,093,836 | \$ 646,611 | \$ 1,740,447 | 55.54% | 44.46% |
| Starting Average % of Target | | | 89.72% | | | 92.41% | | | 90.66% | | |
| Average Increase as % of Target | | | 3.87% | | | 3.34% | | | 3.69% | | |
| Final Average % of Target | | | 93.59% | | | 95.75% | | | 94.34% | | |
| # Eligible Employees | | | 1475 | | | 737 | | | 2,212 | 66.68% | 33.32% |
| # Employees Not Eligible for CEC | | | 112 | | | 27 | | | 139 | | |
| # Employees Brought up to 80% of Target | | | 184 | | | 41 | | | 225 | 81.78% | 18.22% |
| # Employees Receiving Merit | | | 507 34.4% | | | 340 46.1% | | | 847 38.3% | 59.86% | 40.14% |
| # Eligible Still Below 80% of Target Due to Funding | | | 14 | | | 2 | | | 16 | 87.50% | 12.50% |

Calculations do not include employees ineligible for CEC or the President (SBOE determines)

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #18

Tuesday, January 23, 2024 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #17 January 16, 2024 **Attach. #1**
- III. Announcements and Communications, Part 1
 - Admissions Standards - Use of Standardized Tests for Admission Decisions – Dean Kahler, Vice Provost, Strategic Enrollment Management **Attach. #2**
 - P3 Update – Toni Broyles, Special Assistant to AVP Auxiliary, Cami McClure, Assistant Vice President, Auxiliary Services
- IV. Chair’s Report
- IV. Provost’s Report
- V. Committee Reports (non-voting)
 - APM 45.09 Effort Reporting and Personnel Activity Reports – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs **Attach. #3**
 - APM 45.10 Facilities and Administrative (Indirect) Rate – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs **Attach. #4**
 - APM 45.12 Sponsored Project Closeout and Recordkeeping Responsibilities – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs **Attach. #5**
 - APM 45.15 Subawards and Subcontracts – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs **Attach. #6**
 - APM 95.21 University Closures – Shane Keen, Clery Compliance Officer, Public Safety and Security **Attach. #7**
- VI. Announcements and Communications, Part 2
 - FY24 CEC Summary – Kim Salisbury, Associate Vice President, Budget and Planning, DFA Budget and Planning
 - Parking – Steve Mills, Director, Parking and Transportation Services
 - Computing Resources Available for Research – Lucas Sheneman, Director, Northwest Knowledge Network, Institute for Interdisciplinary Data Science, Joe Leister, HPC Systems Administrator, Institute for Interdisciplinary Data Science
 - Report from the Ubuntu Committee – Aleksandra Hollingshead, Department Chair, Curriculum and Instruction
- VII. New Business

VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #17 January 16, 2024
- **Attach. #2** Admissions Standards
- **Attach. #3** APM 45.09
- **Attach. #4** APM 45.10
- **Attach. #5** APM 45.12
- **Attach. #6** APM 45.15
- **Attach. #7** APM 95.21

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 17

Tuesday, January 16, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, McKenna, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Tibbals.

Absent: Maas (excused), Hobbs, Miller, Reynolds, Shook

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #16, January 9, 2024, were approved as distributed.

Consent Agenda:

- Sabbatical Leave Committee Recommendations.
Approved by unanimous consent.

Chair's Report:

- Check out the Daily Register for interesting events coming up, such as: <https://www.kenworthy.org/events-calendar/backcountry-film-festival-2/> and
- <https://www.uidaho.edu/cogs/resources/workshops> (particularly the CIRTl workshop series).
- An important part of today's meeting is a conversation about the optional retirement plan (ORP), which in December 2024 is transitioning to Fidelity as the sole retirement plan provider, replacing TIAA and Corebridge Financial. We appreciate Brandi, Director of HR, visiting us today at short notice, to provide more information about the transition.

Provost's Report:

- Spring semester enrollment has remained stable.
- There are problems with broken pipes due to the frigid weather. We are grateful to Facility for their prompt intervention.
- Vice Provost for Faculty Diane Kelly-Riley announced the next faculty gathering, hosted by CBE in the Albertson Atrium, January 24, 2024, 4:30 – 6:30pm. Please RSVP at <https://www.uidaho.edu/provost/faculty-gathering>

Changes to the Administrative Procedures Manual (non-voting):

- APM 30.18 Change Management – Theresa Amos, Deputy Director, IT Planning and Initiatives, Office of Information Technology.
This policy establishes the mechanism for verifying and approving changes to university managed technology resources. Changes to information systems are required on both a regular and emergency basis to fix issues, add new functionality, address new security and compliance requirements, and improve the user experience. Due to the complexity of modern technology systems, such changes must be carefully reviewed, performed, and vetted as, if done improperly, can cause disruptions, weaken security postures, and cause a loss of data. To address this, as well as assist in the University's compliance requirements, this policy ensures

that: changes are performed in a way to minimize risks to the university; all security and compliance requirements remain enforced consistent with U of I standards and principles of least privilege and functionality; all impactful changes to technology resources are tracked and approved in a timely manner.

Discussion:

In response to a question about the timeline for communicating changes, Teresa Amos will Provide a link to the calendar with dates for the implementation of changes.

- APM 95.24 Vandal Alert Notification System – Lee Espey, Division Operations Officer, DFA Operations, Steve Mills, Director of Parking and Transportation Services.
Comprehensive review to clarify language throughout.
Discussion: none
- APM 45.03 Definitions for Grants, Contracts and Gifts – Sarah Martonick, Director, Office of Sponsored Programs (OSP), Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs.
While reviewing APM 71.52, the OSP team and the UI Foundation staff determined it should point to APM 45.03 and focused on revisions to APM 45.03. Revisions are minor, with no procedural additions, only clarifications and updates for use of TDX vs. PDF forms.
Discussion:
The Secretary proposed to modify the first sentence in APM 45.03 C-1 to read: *“A sponsored project is the result of an authorized proposal or application submitted by the university that results in an agreement between the university and the sponsor.”*
There was a brief discussion on the difference between a solicited process and a competitive one.
A senator inquired about potential impacts of these revisions, for instance, on workload.
Response: The OSP team has thought very carefully about volume and burden, for this and many other APM sections. They moved to TDX because it provides metrics on volume and a concrete measurement of turnaround time. It takes an average of 5 days for every item coming out of TDX. This is a significant increase, while the team reports spending less time for tracking. On the one hand, they would like to reduce the burden, on the other, they have regulations to comply with. They design their processes around best practices and try to achieve a good balance. Recently, a new person has joined the team, who will work on a mechanism for assessment and feedback to determine where actual measurable gaps are and what infrastructure needs to be added or modified.
The Secretary asked for clarification concerning the university having the obligation to provide a deliverable (APM 45.03 C-1). Response: As the contracted party in all sponsored projects, the university assumes the obligation in the agreement, but delegates it to the PI (see APM 45.06).
- APM 45.04 Notice of Sponsored Projects and Establishment of Budgets – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs.
Comprehensive review is necessary to bring policies up to current requirements for sponsored project regulations, and to clarify Chart V nomenclature (budget vs. fund/index, etc.). Mostly, language revisions to comply with the recommendations from a prior NSF audit.
Discussion:

In response to a question, it was clarified that no changes in VERAS are needed as a consequence of these revisions. What's in VERAS will remain as is.

- APM 45.06 Allowable and Unallowable Sponsored Project Expenditures – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs.
Comprehensive review is necessary to bring policies up to current requirements for sponsored project regulations, and to clarify Chart V nomenclature (budget vs. fund/index, etc.).
Discussion:
This item was briefly discussed together with APM 45.03. There were no further questions.
- APM 45.07 Cost Transfers on Sponsored Projects – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs.
Like for the previous APM 45, change of nomenclature and clarification.
Discussion: none.

Announcements and Communications

- SUCCESS – Daniel Eveleth, Department of Business, Erin Chapman, School of Family and Consumer Sciences.
Daniel started with a brief introduction. SUCCESS is a task force charged by the President with identifying three initiatives with the objective of increasing our current six-year graduation rate of 61% to 77% (the average for R1 universities). The President's charge focuses on instruction- and curriculum-based initiatives for which there is evidence of success. The task force started with the Boyer Report and came up with six possible topics, see attachment #9. Note that the attached document contains a link to a feedback form for people to provide comments and suggestions. An important part of the feedback the team is looking for are success stories, namely, what is being done in departments/units that is working well. This way, the team can identify U of I strengths to build on and focus on those programs that are best for us. SUCCESS will come back to Faculty Senate later in the semester to discuss more targeted questions, as they may result from the collected feedback.
Discussion:
A senator noted that there are many UG research opportunities at the U of I, but we need more support and more people. The UG Research Office is understaffed and underfunded. Citing from her work with Ubuntu, Vice Chair Haltinner recalls that retention rates for white students are higher than for students of color. Some of her research indicates that a more creative, integrative and robust Gen Ed curriculum might help reduce the gap by addressing student needs with an individualized, holistic approach. Furthermore, with the first-year seminar gone, we must re-envision an appropriate first-year experience. Kristin added that the Diversity Scholar Program from Multicultural Affairs is doing very well – retention rate for students in that program is about 90%.
Back to the discussion of an appropriate first-year experience, a senator wondered whether the team is thinking about something like ISEM 101, or something discipline-specific and housed in a particular unit – in his department, first-year experience courses within the major are very important. Daniel responded that all feedback is welcome and valuable. The discussion later in the spring will be more targeted.
Chair Gauthier said that UG research should be compensated. Also, if available UG researcher positions were posted, it would be great for retention.

A senator reported a rather disappointing response to the many research opportunities she offered to her students in a large introductory math class.

- Vandal Gateway Program (VGP) Update – Annette Folwell, Associate Dean, College of Letter, Arts and Social Sciences, Brian Dulin, Program Coordinator, Vandal Gateway Program, Sean Quinlan, Dean, College of Letter, Arts and Social Sciences.
Sean Quinlan started with a brief introduction to the VGP and the team members. The presentation is attached to these minutes. The following points were addressed: The structure of the program (admission process, cohort nature of the student group, staff and faculty, some demographic data); Academic standing for AY 2022-23 and AY 2023-24; Persistence, Retention, and Awards for AY 2022-23 and AY 2023-24. They are pleased with the success of VGP (e.g. improvement in academic standing), and excited to work with a program that opens doors for students who would otherwise not be able to attend college.

Discussion:

A senator inquired about the consistency of the comparison – the data from AY 2022-23 are being compared with those from one semester of AY 2023-24. Annette Folwell replied that a comparison between data from two full academic years will be possible when the second semester of AY 2023-24 ends. The team would be happy to come back later in the spring.

- Optional Retirement Plan (ORP) – Brandi Terwilliger, Director of Human Resources.
Brandi provided a brief background on the upcoming (December 2024) change from TIAA-CREF to Fidelity as the sole vendor for ORP. This was a state-wide decision from SBOE. See FAQ at <https://boardofed.idaho.gov/resources/optional-retirement-plan-transition-to-fidelity-as-sole-retirement-plan-provider/>
The Idaho State Board of Education (SBOE) Retirement Plan Committee completed a multi-year, comprehensive review of the Idaho ORP. As a result of their review, they approved that Fidelity would become the sole provider of the administrative services for the ORP effective December 2024, replacing both TIAA and Corebridge. This choice will result in increased on-campus presence, and a 25% reduction in the fee to the participant.

Discussion:

A senator asked whether, because of the transition, there will be a lag in time during which our funds are out of the market. Response: We are working to make sure there is no lag. We expect a seamless transition.

In response to another question, Brandi clarified that supplemental plans do not need to be transitioned.

A senator argued that some constituents were angry at the lack of transparency, and because they had no say in the matter and no option. It would be helpful if university communications were more proactive than responsive. Brandi explained that, when this process started, before COVID, there was a lot of discussion about what to do for the best of our employees. The senator's comment about more proactive communication is reasonable. Provost Lawrence added that, in this case, the news was about an improvement for all.

In response to a request, Brandi will check out ratings for TIAA-CREF vs. Fidelity. She will also inquire about bitcoin.

A senator reported that Colorado State transitioned to Fidelity as well. His colleagues are happy with the change.

New Business:

None.

Adjournment:

The agenda being completed, the meeting was adjourned at 4:55pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate



**University
of Idaho**

VANDAL GATEWAY PROGRAM (VGP) ANNUAL REPORT

DEAN SEAN QUINLAN

ANNETTE FOLWELL, ASSOCIATE DEAN

BRIAN DULIN, VGP COORDINATOR

**COLLEGE OF LETTERS, ARTS, AND
SOCIAL SCIENCES**

VANDAL GATEWAY PROGRAM

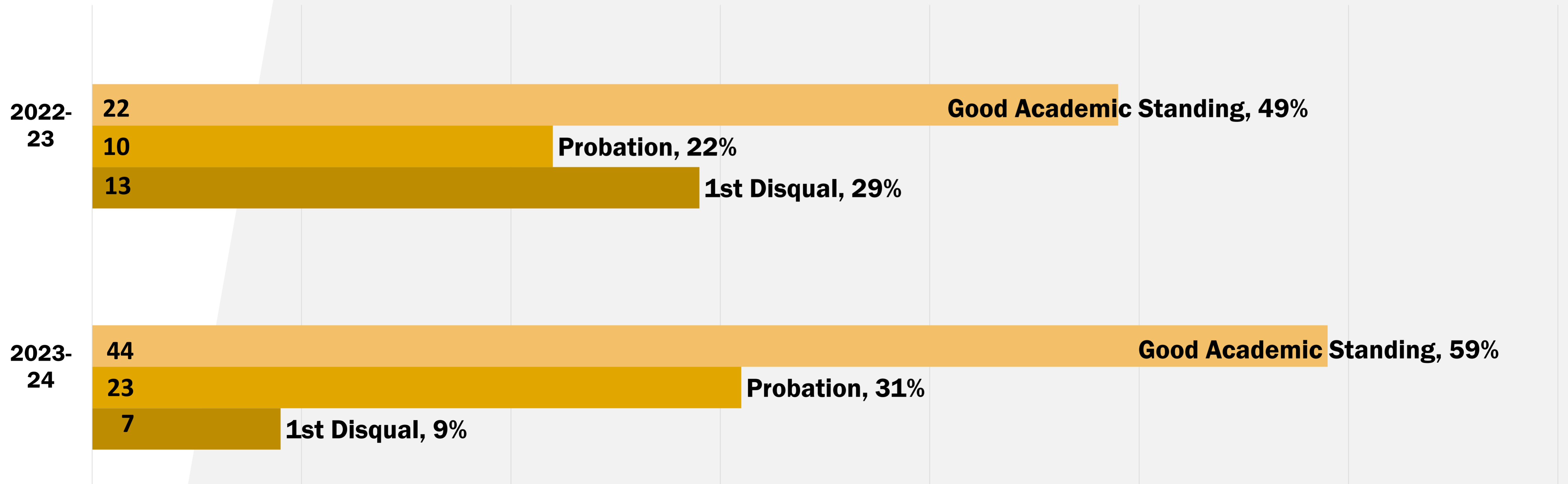
- I Allows students slightly below our usual admissible standards to be directly admitted to UI (2.3-2.59 GPA)
- I For their 1st year, students take General Education courses along with courses in their anticipated major
- I VGP has dedicated staff and faculty that advise, mentor, and teach students
- I After 1st year, VGP student transfer to their chosen major
- I 75% of VGP students served are Idaho residents
- I 48% of VGP students served are first-generation college students



ACADEMIC STANDING

I AY 2022–23: 45 VGP students (47 attended but 2 withdrew)

I AY 2023–24: 77 VGP students (84 attended but 7 withdrew)



PERSISTENCE, RETENTION, AND AWARDS

AY 2022-23:

- 88% persisted from fall to spring and 50% were retained for Fall '23
- 5 additional students returned for the Spring '24 semester (three Fall 22 students did not attend in Fall '23, but returned spring '24 and two spring '24 students did not attend fall '23, but returned spring '24)
- 3 students transferred to other institutions
- 9 students achieved a 3.0 or higher GPA and earned CLASS one-time awards

AY 2023-24:

- 85% persisted from fall to spring
- 2 students transferred to another institution
- 20 students achieved a 3.0 or higher GPA and earned CLASS one-time awards

WINS, LESSONS, AND LOOKING AHEAD

- I All the right pieces are now in place:
 - Direct admissions policy, well-qualified and effective VGP Coordinator hired, and additional faculty and advisor hired
- I Significant improvement in student achievement (10% increase of Good Academic Standing and 20% decrease in 1st DQ)
- I VGP opens doors for students who otherwise could not attend college
 - VGP serves multiple colleges and increases overall UI enrollments
 - Students who transfer from UI, while not ideal, are success stories
- I Financially self-sustaining and remained within original budget
- I Develop a process for VGP students to be considered for **Idaho Opportunity** or **Go Idaho** scholarships after completion of first year



University
of Idaho

UNDERGRADUATE ADMISSION STANDARDS

INSTITUTIONAL RESEARCH

22-23 CATALOG ADMISSION STANDARDS



1. Submit ACT or SAT scores if available. New first-year students entering in 2022 or 2023 who are unable to sit for an ACT or SAT exam due to COVID-19 will automatically be considered for admission if their cumulative unweighted GPA is 2.60-4.00. Those who have cumulative GPAs of 2.30 - 2.59 who are unable to sit for an exam will be admitted through the [Vandal Gateway Program](#). Students in this GPA range are also welcome to appeal through our [Admissions Committee](#). **Every student who has a test score is encouraged to provide it for admission as well as class placement.**
2. Graduate from a regionally accredited high school with a combination of cumulative GPA¹ and test scores² as defined in the following table:

| High School GPA | ACT Composite | SAT Evidence-Based Reading & Writing + Math (SAT taken March 2016 and after) | SAT Critical Reading + Math (SAT taken prior to March 2016) |
|-----------------|----------------|--|---|
| 3.00 - 4.00 | Any test score | Any test score | Any test score |
| 2.60 - 2.99 | Any test score | Any test score | Any test score |
| 2.50 - 2.59 | 17 - 36 | 910-1600 | 830-1600 |
| 2.40 - 2.49 | 19 - 36 | 990-1600 | 910-1600 |
| 2.30 - 2.39 | 21 - 36 | 1070-1600 | 990-1600 |
| 2.20 - 2.29 | 23 - 36 | 1140-1600 | 1070-1600 |

22-23 CATALOG ADMISSION STANDARDS



I Either achieve a 2.6+ High School GPA or obtain a lower GPA with an increasing, sliding scale test score

I The vast majority of incoming new frosh have a 2.6 High School GPA or better

| High School GPA | ACT Composite | SAT Evidence |
|-----------------|----------------|----------------|
| 3.00 - 4.00 | Any test score | Any test score |
| 2.60 - 2.99 | Any test score | Any test score |
| 2.50 - 2.59 | 17 - 36 | 910-1600 |
| 2.40 - 2.49 | 19 - 36 | 990-1600 |
| 2.30 - 2.39 | 21 - 36 | 1070-1600 |
| 2.20 - 2.29 | 23 - 36 | 1140-1600 |

| Fall Term | Frosh Cohort Total | No ACT / SAT | Pct No Test | Had HS GPA 2.6+ | Had 2.6+ (%) |
|--------------------|--------------------|--------------|-------------|-----------------|--------------|
| 201510 - Fall 2015 | 1587 | 43 | 3% | 1495 | 94% |
| 201610 - Fall 2016 | 1660 | 28 | 2% | 1540 | 93% |
| 201710 - Fall 2017 | 1537 | 37 | 2% | 1431 | 93% |
| 201810 - Fall 2018 | 1434 | 19 | 1% | 1330 | 93% |
| 201910 - Fall 2019 | 1475 | 19 | 1% | 1378 | 93% |
| 202010 - Fall 2020 | 1425 | 20 | 1% | 1334 | 94% |
| 202110 - Fall 2021 | 1656 | 474 | 29% | 1571 | 95% |
| 202210 - Fall 2022 | 1951 | 606 | 31% | 1808 | 93% |
| 202310 - Fall 2023 | 1869 | 715 | 38% | 1732 | 93% |



RETENTION BY HIGH SCHOOL GPA

| High School GPA | STATUS | Fall 2021 | | Fall 2020 | | Fall 2022 | |
|-----------------|--------|-----------|---------------|-----------|---------------|-----------|---------------|
| | | N | Retention Pct | N | Retention Pct | N | Retention Pct |
| | GONE | 14 | | 8 | | 15 | |
| | HERE | 18 | 56% | 22 | 73% | 47 | 76% |
| [3.00 - 4.00] | GONE | 314 | | 249 | | 372 | |
| [3.00 - 4.00] | HERE | 1056 | 77% | 905 | 78% | 1239 | 77% |
| [2.60 - 3.00] | GONE | 97 | | 85 | | 83 | |
| [2.60 - 3.00] | HERE | 104 | 52% | 95 | 53% | 114 | 58% |
| [2.50 - 2.60] | GONE | 12 | | 9 | | 9 | |
| [2.50 - 2.60] | HERE | 9 | 43% | 12 | 57% | 13 | 59% |
| [2.40 - 2.50] | GONE | 5 | | | | 16 | |
| [2.40 - 2.50] | HERE | 10 | 67% | | | 16 | 50% |

RETENTION BY HIGH SCHOOL GPA



| Fall Term | Frosh Cohort Total | Overall Retained | Overall Retained (%) | Retention HS GPA 3.0+ | Retention HS GPA [2.6-3.0] |
|--------------------|--------------------|-------------------|----------------------|-----------------------|----------------------------|
| 201510 - Fall 2015 | 1587 | 1218 | 77% | 81% | 59% |
| 201610 - Fall 2016 | 1660 | 1343 | 81% | 84% | 71% |
| 201710 - Fall 2017 | 1537 | 1227 | 80% | 85% | 61% |
| 201810 - Fall 2018 | 1434 | 1089 | 76% | 81% | 54% |
| 201910 - Fall 2019 | 1475 | 1123 | 76% | 81% | 56% |
| 202010 - Fall 2020 | 1425 | 1048 | 74% | 78% | 53% |
| 202110 - Fall 2021 | 1656 | 1205 | 73% | 77% | 52% |
| 202210 - Fall 2022 | 1951 | Not available yet | | | |



RETENTION BY HIGH SCHOOL GPA

| | Retention - Returning One Year Out / Fall-to-Fall | | | | | | | | |
|-----------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--|
| High School GPA | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | |
| [3.00 - 4.00) | 81% | 84% | 85% | 81% | 81% | 78% | 77% | 77% | |
| [2.60 - 3.00) | 59% | 71% | 61% | 54% | 56% | 53% | 52% | 58% | |



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://sitecore.uidaho.edu/governance/policy>.

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **45.09 -- Effort Reporting and Personnel Activity Reports**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator: Sarah Martonick

Policy Sponsor, if different from Originator: Chris Nomura, VPRED

Reviewed by General Counsel X Yes _No Name & Date: Manisha Wilson, 12/29/23

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
Change of our effort reporting system and process needed to be reflected in the APM – from PAR to Effort Reporting, with the use of Banner.
- 2. Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
None – we moved to using Banner last year.
- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
None
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

45.09 -- Effort Reporting and Personnel Activity Reports (PARs)

December 2018 (rewrite) Certifications

A. General Purpose. The University of Idaho (University) is required by federal regulations (2 CFR 200.430) and accounting standards to ensure that the allocation of compensation for all employees accurately reflects the work performed by these individuals in connection with sponsored projects. This document sets forth University policy for the commitment and verification of effort expended by university employees on sponsored projects.

B. Scope. This policy is applicable to all non-temporary employees whose time is charged as a direct cost to sponsored projects, whether as a direct cost or as cost share or is charged to other Federal funds (Hatch, Smith-Lever, etc.). ~~Definitions.~~

C. Definitions: ~~B~~

C-1. Cost Sharing. The portion of the total project costs for a sponsored project that is borne by the University rather than the sponsor. See [APM 45.08](#) for definitions of types of cost share.

BC-2. Effort (also referred to as "actual effort"): ~~the~~The time spent in pursuit of a particular activity and expressed as the percentage of one's University appointment devoted to one or more activities.

BC-3. Effort Reporting. ~~the~~The process ~~through~~by which the University verifies and documents that the effort expended by an employee corresponds with the effort he or she has charged to or contributed to (as cost share) sponsored activity.

BC-4. Institutional Base Salary (IBS). ~~the~~The annual compensation paid by the University to an employee, irrespective of the nature of the activities in which the employee is engaged while fulfilling the requisites of their appointment; e.g. research, instruction, service, and administration. IBS excludes any income that an individual may earn outside of the University or income earned as additional compensation for duties outside of their primary appointment. Note that administrative stipends for Chair, Dean, or other similar roles are included in the IBS definition. The IBS for each faculty member or employee is enumerated in the ~~faculty member's~~ annual salary letter or as an amendment during the appointment period. Charges for work performed on sponsored projects are only allowable at the IBS rate. (See 2 CFR 200.430)

BC-5. Person mMonths. ~~the~~The method typically used in sponsored project applications to express the amount of effort that the Principal Investigators (PIs), other faculty, or key employees devote to a specific project, expressed in terms of time rather than a percentage of one's appointment.

D. Policy. Effort reporting begins at the proposal stage and is ultimately accomplished through review and verification of eEffort rReports.

D-1. ~~C~~-Federal rRequirements. Failure to produce reasonably accurate estimates of effort, or to otherwise comply with federal cost requirements, can result in financial penalties, expenditure disallowances, withholding of future sponsored project awards by an agency, and damage to the reputation of the University. Providing inaccurate estimates of effort, whether knowingly or through carelessness or mismanagement, may be regarded as fraud and may subject the University and the certifying individual to civil proceedings and criminal prosecution.

~~D-2. D. Policy.~~ Effort reporting begins at the proposal stage and is ultimately accomplished through review and verification of Effort Reports.

~~D-1.~~ **Proposal stage.** When preparing proposals for sponsored projects, the primary responsibility for establishing a reasonable estimate of the effort necessary to carry out the project rests with the PI.

a.) In determining the amount of effort that will be devoted to the proposed project, the PI must consider existing effort commitments to other sponsored projects, University duties associated with ~~his or her~~their appointment, and the ability of other key project personnel who are to be involved in the project to make contributions of effort necessary for its success.

b.) In addition to ensuring that ~~the~~ proposed effort commitment conforms to University expectations and policy, the PI must also make certain that it is consistent with the parameters established by the sponsor.

~~Faculty Staff Handbook~~FSH 3120, ~~Faculty Obligations during Period of Appointment~~3120 ~~Faculty Obligations During Period of Appointment;~~ 3140, ~~Performance Expectations for Faculty;~~ FSH 3260, Professional Consulting and Additional Workload, FSH 5600, Financial Disclosure Policy, FSH 5650, Financial Conflicts of Interest in Public Health Service Research, and FSH 6240 Conflicts of Interest and Commitment provide additional information in regards to calculating the appropriate amount of effort to propose on sponsored programs.

c.) While federal agencies may require that proposed effort be expressed in terms of person months, the University requires that employees verify actual effort expended in terms of percentages of effort. -The Office of Sponsored Programs (OSP) will assist with the translation of effort between these two methods.

d.) Calculating effort using a percentage basis fosters employee compliance with effort reporting requirements by encouraging an individual to estimate ~~his or her~~their effort on a given activity as a percentage of ~~his or her~~their total University activities rather than as a fraction of a fixed time-period (such as the forty-hour week). -This process acknowledges that some fluctuation in effort levels is inherent in the conduct of academic activities.

D-23. Award sStage. Once a sponsor makes an award, the provisional effort commitments included in the proposal become mandatory, and the oversight and reporting of effort for faculty and staff associated with the award becomes required.

a.) Because effort reporting is based on payroll records, it is crucial that Electronic Personnel Action Forms (EPAFs) are accurately and expeditiously completed and entered into the payroll distribution system. -Salary allocations associated with a new award must be reviewed and approved by the PI-(s) for the project prior to the entry of this information into EPAFs. -Awards that are close to ending also need to be monitored to ensure EPAFs are completed ~~to~~that remove employees from these projects in a timely manner.

b.) Consistent with committed effort, distributions of salary on sponsored project or cost sharing accounts should coincide with the commencement of actual effort by the employee on the sponsored project.

D-34. Effort Reporting.

a.) Drawing on data from the university payroll distribution system, the **eEffort rReport** allows an individual to review payroll salary allocations, represented as percentages of total effort, and to indicate whether the allocations reasonably correspond to ~~his or her~~ the individual's actual percentage of effort expended on each project or activity.

b.) Semi-annually an **eEffort rReport** will be electronically generated for and made available online to each employee whose compensation was partially or totally charged to or committed as cost sharing to a sponsored project.

c.) Reported effort must be as accurate as possible. -Up to five percent variance above or below the estimated effort for any given project is permitted without requiring modification of salary allocations.

d.) In cases in which actual effort differs from estimated effort by more than ~~five (5)~~ 5 percent or a project or activity is missing from the **eEffort rReport**, the employee shall notify the appropriate Department Grant Administrator that a change may be necessary to realign salary and effort.

e.) Effort **rReports** must be completed within ~~thirty (30)~~ working days of the date they are released to the employee.

1.) If circumstances occur that are outside the university's control (e.g. weather conditions, power loss, etc.) the date for the **eEffort rReport** completion may be adjusted accordingly.

2.) Effort **rReports** must be completed by the individual whose effort is being reported or by a person who has a suitable means of verification (direct and personal knowledge) of the effort expended.

(a) i) ~~PIs and Co-PIs should certify their own effort reports. -PI's, providing they have they have PIs with~~ PIs with direct knowledge, can certify the **eEffort rReports** of the employees working on their sponsored projects, but employees should complete their respective effort reports, if possible. The Principal Investigator listed in the FRAGRNT form in Banner will be responsible for completing effort reports for each graduate assistant working on their grant(s).

(b) ii) Department Grant Administrators, or other administrators, are not presumed to have the requisite means of verification; they may complete effort reports only if they have a written and signed confirmation of effort by an individual with direct knowledge of the activities of the person for whom the report was generated and only when that individual is unavailable to complete the **eEffort rReport**.

(c) iii) If extraordinary conditions preclude a faculty member from completing their **eEffort rReport**, and no written and signed confirmation of effort can be obtained, the faculty member's unit administrator or college dean will determine the best means for verification of effort expended and an appropriate proxy will be entered in the effort report system.

3.) Failure to certify **eEffort rReports** in a timely manner may result in suspension of activity on any or all sponsored projects involved and limit the ability of the noncompliant individual to apply for other sponsored project funding.

EE. Contact iInformation. For information and help please contact the Office of Sponsored Programs at 208-886-6651, or osp@uidaho.edu.

G. Related policies

- [FSH 3120 Faculty Obligations During Period of Appointment](#)
- [FSH 3260 Professional Consulting and Additional Workload](#)
- [FSH 5600 Financial Disclosure Policy](#)
- [FSH 5650 Financial Conflicts of Interest in Public Health Service Research](#)
- [FSH 6240 Conflicts of Interest and Commitment](#)



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title: **APM 45.10 FACILITIES AND ADMINISTRATIVE (INDIRECT) RATE**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Policy originator: Sarah Martonick

Policy sponsor, if different from originator: Chris Nomura, VPRED

Reviewed by General Counsel: Yes No Name & Date: Manisha Wilson, 12/29/23

Comprehensive review? Yes No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Update for consistent format, to clarify statements and applicability for location and type, and change ‘Public Service/Outreach’ to ‘Other Sponsored Activity’ per our last F&A rate agreement.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

None – applicable timeframes and policy remains the same

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

45.10 -- Facilities and Administrative (Indirect) Rate

A. Purpose. The purpose of this policy is to outline the process by which the University determines the applicable indirect (F&A) rate for a sponsored projects.

B. Scope. This policy is applicable to all sponsored project funding.

C. Definitions

C-1. Indirect rate. Facilities and administrative (F&A) costs are those costs incurred for common or joint objectives and which therefore cannot be identified readily and specifically with a particular sponsored project, an instructional activity, or any other institutional activity (2 CFR 200 Appendix III.A.). These costs are real costs borne by the University in support of sponsored projects, and which the University is entitled to collect from sponsors. Due to the difficulty of assigning F&A costs directly, approximately every four years the University negotiates an F&A (also known as "indirect cost" or "overhead") rate with the University's cognizant federal agency, the Department of Health and Human Services (HHS).

C-2. Project types. A project shall be categorized based on a determination of the "best fit" within the project types defined below. The Office of Sponsored Programs (OSP) shall be responsible for the final determination, if the project is difficult to classify.

a. Instruction. The instruction category includes all teaching and training activities that are part of an institution's instructional program. Instruction includes the following activities: 1) credit and noncredit courses; 2) community education programs; 3) academic, vocational, and technical instruction; 4) remedial and tutorial instruction; and 5) regular, special, and extension sessions.

b. Organized research. The organized research category includes the research, development, and research training activities of an institution. Research is defined as a systematic study directed toward fuller scientific knowledge or understanding of the subject studied. Development is defined as the systematic use of knowledge and understanding gained from research, directed toward the production of useful materials, devices, systems or methods including design and development of prototypes and processes. Training individuals in research techniques is classified as research when the activity utilizes the same facilities as other research activities and such activities are not included in the instruction function. Organized research includes all research and development activities that are externally sponsored by federal and non-federal agencies and organizations, as well as internally-funded University research that is project-based, proposal-driven, competitive, and separately budgeted and accounted for.

c. Other sponsored activity (including public service/outreach). This category is used for those projects that cannot be assigned to either a) or b). The public service category involves activities that primarily supply a benefit to the public or a specific segment of the public that is external to the institution. Examples of these activities include, but are not limited to, noninstructional community service programs, broadcasting services and cooperative extension services. Included in this category are conferences, institutes, general advisory services, reference bureaus, testing services, radio and television, consulting, and similar noninstructional services to particular sectors of the community.

C-3. Project location. Location is determined by evaluating where the majority of the work will be performed.

a. On-campus projects. Projects where the work is being performed in University-owned, -leased, or -operated facilities.

b. Off-campus projects. A project may be designated as "off-campus" if more than 2/3 of the work occurs at locations other than University-owned, -leased, or -operated facilities and the indirect costs associated with physical plant and library are not considered applicable. An off-campus rate may also be used if a project is conducted in leased space and the lease costs are directly charged to the project (leased space is normally considered to be on-campus). Projects will not be subject to more than one indirect cost rate. If determined to be off-campus, the off-campus rate will apply to the entire project.

c) Agricultural and forestry research stations (experiment stations). These activities are organized research activities with two-thirds or more of activity effort occurring at any of the experiment stations listed at the [Rates, Forms, and Resources Definitions](#) page on the ORED website.

C-4. Administrative. That portion of the F&A rate associated with central, unit, and research administration. This portion of the F&A rate is applicable to all sponsored projects, whether on- or off-campus (see definitions in C-3).

C-5. Facilities. That portion of the F&A rate associated only with on-campus activity (see C-3.a.), such as depreciation, interest, utilities, library, etc.

D. Policy. It is the policy of the University that, absent specific written sponsor limitations, all sponsored projects must budget and include the appropriate F&A expense based on both the type of project (research, instruction, or other sponsored activity) and location where the majority of the work is being done (on- or off-campus). Waivers of F&A may only be granted by the Vice President for Research and Economic Development or their designee. Because F&A waivers essentially shift the cost burden to the rest of the University, they are granted infrequently.

E. Procedure

E-1. F&A cost study. The process for establishing F&A rates begins with the F&A cost study. This process involves analyzing all University expenditures for the purpose of assigning expenditures to either direct or indirect cost pools.

a. Indirect cost pool allocations. Indirect cost pool allocations end up as the numerators of each type of negotiated F&A rate, and include both facilities and administrative costs.

Facilities costs (see C-5) include:

- Building depreciation
- Equipment depreciation
- Capital improvements to buildings and land
- Operations and maintenance of plant
- Non-capitalized interest on capital expenditures
- Library costs

Administrative costs (see C-4) include:

- Unit administration
- Research administration
- Computer use charges
- General university administration
- Staff and spouse educational benefits

b. Direct cost pool allocations. Direct cost pool allocations include all costs that can be identified specifically to a given project or activity, and end up as the denominators (direct bases) for the F&A rate calculation. Examples of costs that are often considered to be direct are salaries and wages, benefits, travel, materials and supplies, etc. By their nature, these costs can be easily and directly assigned to particular projects or activities with a high degree of accuracy. These costs are generally allocated on the basis of Modified Total Direct Costs (MTDC) and by type of project (see C-1 above). MTDC is the total of all direct costs less the following exclusions: equipment over \$5,000, capital expenditures, charges for patient care, tuition remission, rental costs of off-site facilities, participant support, scholarships, and fellowships as well as that portion of each sub-grant and subcontract issued in excess of \$25,000.

(The UI calculates on- and off-campus rates for each of the project types defined in C-1 above).

E-2. F&A space survey. In addition to the cost study, the University must also complete a space survey, which provides the basis for a more accurate allocation of indirect costs to project types. Cost-benefit considerations do not allow for a survey of all of the buildings in the University system. The survey is focused on units that are likely to have the highest amount of space and overhead devoted to research activities. The survey requires unit coordinators to carry out a number of tasks, the goal of which is to determine functional-use (project type) percentages for all rooms being surveyed. The tasks include, but are not limited to, the following:

- Discovering or confirming room occupants.
- Verifying space measurements.
- Walking through unit space in order to interview principal investigators and other room occupants.
- Entering data related to room occupants, functional use percentages and research accounts for rooms having a research component into WebSpace (Space Survey Tool from Maximus).

After an F&A Study is completed, the calculated rates and supporting documentation are submitted to HHS for review and negotiation. The University negotiates "predetermined" F&A cost rates. These rates are final and not subject to upward or downward adjustment for actual costing experience during the multi-year period for which the rates are in effect. By negotiating a stable F&A cost rate in a multi-year agreement the University avoids the disruptions and costs associated with continual audits and annual negotiations. Rates are typically negotiated for four-year periods, but that does not mean that a given project type will have the same rate for all four years.

F. Contact information. For additional information or answers to specific questions please contact the Office of Sponsored Programs at 208-885-6651 or osp@uidaho.edu.

G. Related policies

- [APM 45.02, Sponsored Projects Proposal Preparation and Authorization](#)



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **APM 45.12 Sponsored Project Closeout and Recordkeeping Responsibilities**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator: Sarah Martonick

Policy Sponsor, if different from Originator: Chris Nomura, VPRED

Reviewed by General Counsel Yes No Name & Date: Manisha Wilson, 12/29/24

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
Reformat to conform to standard APM style, clarify closeout and recordkeeping processes due to shift to electronic record keeping and other system changes.
- 2. Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
None
- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
None
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

45.12 – Sponsored Project Closeout and Recordkeeping Responsibilities

December 2018

A. Purpose. To identify the responsibilities and processes for completing sponsored project closeouts.

B. Scope. This policy applies to all sponsored projects.

C. Definition of closeout. Closeout is the process by which all required invoicing and financial accounting and reporting; all technical reporting; and all non-financial/non-technical reporting required by the award is completed.

D. Policy. It is the policy of the University to prepare and submit all required closeout documents within the time-frame specified by the terms and conditions of the award document.

~~**A. General.**~~ To ensure proper award termination procedures, the Office of Sponsored Programs (OSP), the unit, and the principal investigator (PI) have each been designated specific responsibilities. Typical regulatory or contractual requirements for sponsored research projects include final technical reports, invoices, financial reports, patent reports, and property reports, ~~which. These reports~~ are usually required to be submitted within 30 ~~to 90~~ 120 days of the project end date. ~~Because of such the requirements are contractual in nature and delinquent reporting can affect the ability of the University to receive future funding,~~ it is important that closeout activities are finalized in a timely manner. ~~[rev. 12-18]~~

~~**B. Policy.**~~ It is the policy of the University to prepare and submit all required closeout documents within the time ~~period specified by the terms and conditions of the award document.~~ **E. Procedure.** Beginning approximately three (3) months prior to the award termination, OSP will provide units ~~and PIs~~ with notifications that serve as reminders of required actions and responsibilities for timely award closeout. ~~Non-compliance with University required actions may result in disallowed expenses.~~ ~~[rev. 12-18]~~

C. Process/Procedures. Departmental grant administrators (~~DGADGAs~~) and PIs should work together to review and verify the following to OSP ~~via email; that in written form:~~

- ~~That~~ all accrued expenses have posted to Banner;
- ~~That~~ no expenses incurred after the end date have posted to the award; and
- ~~That~~ all expenses are applicable to the project.

Failure to respond to requests for confirmation of expense review will result in the submission by OSP to the sponsor of a final invoice based on what has posted to the Banner accounting system, net ~~any disallowed expense. A list of expenditures that have posted to the project can be viewed via the Banner report FWRITEM.~~ ~~[rev. 12-18]~~ of any disallowed expenses.

EE-1. Revised Circumstances/circumstances. If there are extensions of time ~~required in order to complete the project or increased funding pending, anticipated (i.e. for multi-year projects)~~ the unit shall notify OSP immediately. ~~[rev. 12-18]~~ If extensions of time are being requested from the sponsor, appropriate prior approval processes must be followed. (See APM 45.14).

EE-2. Expense Changeschanges. Information on ~~additional known project~~ expenses that have not yet posted to Banner and ~~need that are requested~~ to be included on the final invoice, must be submitted to the OSP Financial Unit by the due date specified in the "notice to final invoice" emailed ~~at award termination.~~ ~~[rev. 12-18]~~ near award termination. This due date is usually a minimum of 15-30

days prior to the due date for final invoicing or financial reporting to allow for sufficient processing time.

~~EE-3. No Changes-changes Requiredrequired.~~ If there are no corrections, the final invoice and financial report (~~if~~when required) will be prepared from the information available in Banner. The GADGA must verify the accuracy of the Banner numbers to the OSP Financial Unit by the due date specified in the "notice to final invoice" that is emailed at~~near~~ award termination. If there is no response, the invoice and report will be submitted to the granting agency based on the allowable expenses posted into Banner. ~~[ed. 12-18]~~

~~CE-4. Limited Revised-revised Final-final Invoices-invoices and Reportsreports.~~ If revisions are needed after the final invoice has been submitted to the sponsor, ~~OSP~~the Director of OSP or Assistant Director of Sponsored Accounting will evaluate whether to resubmit the final invoice ~~and/or~~ financial report on a case-by-case basis. ~~[rev. 12-18]~~

~~C-5. Closeout Letter and Statement of PI Responsibility.~~ ~~When an award has terminated and all financial reporting has been completed, a "Closeout Letter and Statement of PI Responsibility" is forwarded to the PI, and the DGA. This letter outlines revision is subject to approval by the final financial numbers submitted and indicates any items pending completion.sponsor.~~

~~E-5. Recordkeeping responsibilities.~~ For audit purposes, documents relating to the award must be kept for three (~~3~~) years, or longer if specified by the award terms. ~~The audit files maintained by OSP consist at a minimum of the following items: [ed. 12-18]~~

The audit files maintained by OSP consist at a minimum of the following items:

- Original proposal and any additional supplemental proposals.
- Award notices and any amendments.
- Invoices and financial reports.
- Cost sharing records.
- Compensation confirmation (personnel activity~~effort~~ reports or other mechanism) and payroll cost transfer~~labor redistribution~~ records.
- Property/equipment reports and patent reports.
- ~~Subcontract and service agreement~~Subaward documentation.

In addition, the ~~unit~~PI/Unit is required to maintain the following audit information:

- Technical reports (progress and final).
- Supporting documentation for cost transfers, inventory, and all expenditures.
- Miscellaneous correspondence regarding the project(s).

~~DF. Contact Informationinformation.~~ Any questions regarding closeout procedures for sponsored projects should be addressed to the Office of Sponsored Programs at 208-885-6651 or ~~osp@uidaho.edu. [ed. 12-18]~~osp@uidaho.edu.



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **APM 45.15 Subawards and Subcontracts**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Originator: Sarah Martonick

Policy Sponsor, if different from Originator: Chris Nomura,VPRED

Reviewed by General Counsel Yes No Name & Date: Manisha Wilson,
12/29/23

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
Clarification of the subaward request and issuance process to include new requirements and processes. No substantial changes in responsibilities, monitoring, or timelines. Adding 2 CFR 200 in place of the A-121 and A-133 references, and formatting to standard APM format.
2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

None – no substantial changes
3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None
4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

45.15 – Subawards and Subcontracts

February 14, 2017

A. General. ~~This section applies to all~~ **Purpose.** A sponsored project ~~subawards or subcontracts which may be issued~~ include programmatic work being done by ~~the University of Idaho (University) to other~~ qualifying institutions for the purpose of completing some portion of the sponsored project work, ~~entities (subrecipients).~~ These subrecipients are responsible for conducting their portion of the work in conformity with the laws, regulations, and terms and conditions that govern the prime award funding to the University. The University, via its faculty and staff, is responsible for monitoring subrecipients for both programmatic and fiscal compliance. To satisfy federal regulations, all subawards and subcontracts issued, regardless of the funding source, must be managed consistently with this section. ~~[rev. 2-12]~~

Note: For

B. Scope. This section applies to all sponsored projects that include subawards and/or subcontracts issued prior to December 26, 2014, by the provisions ~~University of~~ OMB Circular A-133, Audits Idaho to other qualifying institutions for the purpose of ~~States, Local Governments, and Non-Profit Organizations, may apply in lieu of 2 CFR Part 200.~~ ~~[add. 2-17]~~ completing some portion of the work on a sponsored project.

C.

B=Definitions:

BC-1. Subaward/~~Subcontract~~:subcontract. An ~~award~~ agreement provided by a prime award recipient or a pass-through entity to a subrecipient for the purpose of having the subrecipient to carry out part of the ~~Federal award receive by the pass-through entity~~ programmatic work required under the award. For the purposes of this APM section the term "subaward" will be used to refer to both subawards and subcontracts. ~~[rev. 2-12, 2-17]~~

BC-2. Subaward ~~Agreement~~:agreement. A contractual obligation on the part of the subrecipient to perform a portion of the scope of work funded by an outside sponsor. Such agreements not only identify the work to be conducted by the subrecipient, but also provide and establish the applicable laws and regulations, flow-down provisions from the prime award, and any other terms and conditions that the subrecipient must meet. ~~[add. 2-12]~~

BC-3. Subrecipient: ~~A non-Federal.~~ An entity that receives a subaward from a pass-through entity to carry out part of a Federal program sponsored project; but does not include an individual that is a beneficiary of such program. Subrecipients may be educational institutions (domestic or foreign), non-profit organizations, ~~or~~ for-profit organizations, and occasionally Federal agencies. Individuals, including those who are beneficiaries of a subaward, are not considered subrecipients. Per federal regulations, individuals are considered vendors and therefore require a different contract mechanism. For assistance with determining the appropriate contract mechanism for a vendor relationship, contact Purchasing Services. ~~[ren. & ed. 2-12, rev. 2-17]~~

BC-4. Vendor: A dealer, distributor, merchant, or other seller who provides goods or services to many different purchasers within their normal course of business. ~~Goods and services purchased from a vendor may be used in support of a sponsored project, but are not considered a substantive contribution to the programmatic effort.~~ ~~[ren. & ed. 2-12]~~

BC-5. Pass-through Entity: ~~A non-federal~~ entity. An entity that has received funding and that issues a subaward to a subrecipient to carry out a sponsored project. ~~The pass-through entity may be either a primary or a subaward recipient.~~ ~~In functioning as a pass-through entity an institution assumes responsibilities more typically associated with an award sponsor.~~ ~~The University is considered a pass-through entity for each subaward that it issues.~~ ~~[ren. & ed. 2-12, ed. 2-17]~~

ED. Policy. ~~A subaward may be issued by the~~The University, acting as either the prime award recipient or a pass-through entity, may issue a subaward to an eligible subrecipient in support of a sponsored project. The scope of work to be carried out by the subrecipient must involve substantive programmatic effort or decision making that is beyond mere analytical work for hire. It must be of such significance to the project that the collaborator at the subrecipient institution will participate in the preparation of results, publication ~~and/~~ or presentation of the project. In most instances the work will be accomplished by the personnel of the subrecipient, and will use the subrecipients' facilities and resources. (See Section ~~DE~~ for additional clarification on the difference between subcontracts and procurement of services). A written subaward agreement shall be used to formalize the relationship between the University ~~as the prime institution or pass-through entity,~~ and the subrecipient. ~~{add. 2-12, ed. 2-17}~~

ED-1. Federal Requirements. Federal regulations, 2 CFR Part 200 ~~(effective December 26, 2014),~~ identify the "pass-through entity" as the administrative mechanism by which federal funds awarded to one institution may be distributed to another institution as a subaward. 2 CFR Part 200 requires institutions acting as pass-through entities (e.g. issuing subawards) to assume administrative and monitoring obligations similar to those of a federal agency overseeing the activity of a primary recipient ~~[2 CFR Part 200.331].~~ These responsibilities include, but are not limited to: ~~{ren. & ed. 2-12, ed. 2-17}~~

- ~~conducting~~Conducting risk assessments of potential subrecipients;
- ~~advising~~Advising subrecipients of all applicable federal laws and regulations, and all flow-down terms and conditions from the primary award;
- ~~regularly~~Regularly collecting and reviewing subrecipient technical and fiscal performance reports;
- ~~performing~~Performing on-site visits, as deemed necessary;
- ~~analyzing~~Analyzing audit reports as required by 2 CFR 200 and other such audit reports filed by subrecipients; ~~{rev. 2-17}.~~
- ~~evaluating~~Evaluating any corrective actions proposed by subrecipients in response to audit findings;
- ~~assessing~~Assessing and enforcing sanctions for subrecipients in cases involving the inability or unwillingness to undergo required audits or correct ~~non-~~noncompliant activity.

Defects in either the management of the subaward by the subrecipient or of the administration of the subaward by the pass-through entity may subject the pass-through entity to substantial penalties. ~~{ed. 2-12}~~

~~D. Process/Procedures:~~

~~DE. Procedure~~

E-1. Proper Classification of Subawards. A critical first step in the administration of subawards is the proper classification of the transaction as a subaward (as opposed to another type of procurement action such as a service/consulting agreement or a purchase order) at the proposal stage of a project. ~~Incorrect classification may result in the Principal Investigator (PI) having insufficient funds to successfully complete the proposed scope of work. It may also create significant delays in processing the subaward and may, in rare cases, endanger the viability of the project.~~ ~~{ed. 2-12}~~

At the time funding is first requested from a sponsor the PI has primary responsibility for determining the correct classification of costs associated with services provided by third parties. ~~The Office of Sponsored Programs (OSP) should be contacted with any questions regarding proper classifications of transactions.~~ ~~{ed. 2-12} and will determine the final classification when needed.~~

The University uses the characteristics outlined in 2 CFR 200 as a starting point when classifying subawards and other procurement transactions. ~~[ren. & ed. 2-12, 2-17]~~

- a. Subawards.** Some of the factors which may result in the University categorizing funds to be issued to a third party as a subaward, and the third party as a subrecipient include, but are not limited to: ~~[ren. & ed. 2-12]~~
- ~~the~~The programmatic involvement of the third party is identified as a separate scope of work, with a separate budget and separate approval by the third party~~;~~.
 - ~~the~~The third party's performance is measured against the objectives of the sponsored project~~;~~.
 - ~~the~~The third party has responsibility for programmatic decision making~~;~~.
 - ~~the~~The third party assumes responsibility for adherence to any applicable program compliance requirements of the sponsor~~;~~and.
 - ~~the~~The third party will use funds to carry out a sponsored project for the University, as opposed to providing goods or services.
- b. Procurement.** Factors that may result in the University categorizing funds to be issued to a third party as a procurement action, and the third party as a vendor, include, but are not limited to: ~~[ren. & ed. 2-12]~~
- ~~the~~The third party provides the goods or services within its normal business operation~~.~~.
 - ~~the~~The third party provides similar goods or services to many different purchasers~~.~~.
 - ~~the~~The third party operates in a competitive environment~~.~~.
 - ~~the~~The third party provides goods or services that are ancillary to the operation of the sponsored project~~.~~.
 - ~~the~~The third party is not subject to the compliance requirements of the sponsor~~.~~.

DE-2. Proposal of a Subaward.~~[ren. & ed. 2-12]~~

- a. Determination of the Need for a Subaward.** The PI is responsible for ~~deciding~~determining whether a subaward or other procurement action is necessary for the success of a University-sponsored project. The PI, with the guidance of OSP, is also initially responsible for determining which funding mechanism and classification is appropriate for the third-party activity proposed ~~(. See Section DE-1 above).~~~~[ren. & ed. 2-12, rev. 2-17].~~
- b. Selection of a Subrecipient.** Selection of a subrecipient by a PI must be based on ~~his or her~~the PI's assessment that the subrecipient ~~has the ability to can~~ perform the required research successfully. This assessment should address the subrecipient's past performance, technical resources, and financial viability and results of previous audits, as well as the reasonableness of the subrecipient's proposed costs for the work to be conducted under the subaward. ~~[ren. 2-12, rev. 2-17]~~

In order to assist the PI in the evaluation of the proposed subrecipient and to facilitate the proposal process, the University requires the subrecipient to provide the following documents prior to submission of the proposal to the prime sponsor~~;~~, or when the need arises after proposal submission. This list is not ~~a~~-comprehensive ~~list~~ and additional documents may be required of the subrecipient by the University prior to proposal submission ~~and/or~~ subaward issuance. ~~[rev. 2-12, 2-17]~~

- Statement of the scope of work to be undertaken by the subrecipient. This scope of work must be approved by the University PI.

- Budget and budget justification. -This must include the direct and indirect costs of the subrecipient, calculated using the subrecipient's approved F&A and fringe benefit rates, and confirming any committed cost sharing. ~~It is~~ subject to ~~the any~~ limitations of the prime sponsor. The budget provided by the subrecipient must be approved by an individual authorized to contractually commit the institutional resources of the subrecipient.
- Letter of support from the subrecipient's institutional official indicating its commitment to perform the scope of work proposed, assuring the accuracy and reasonableness of the budget and any cost share commitment, and agreeing to enter into a subaward; if the proposal is funded. ~~See the Forms section of the OSP website for the University's Letter of Support form. [ed. 2-12]~~
- All sponsor-required representations, certifications, and assurances of compliance (e.g., Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions, etc.) by the subrecipient institution.
- A subrecipient commitment form ~~documenting may be required to document~~ the subrecipient's eligibility to receive federal funding and compliance with required federal regulations. ~~[add. 2-17]~~
- Additional documentation ~~as~~ required by program sponsor (e.g., certification of cost or pricing data, biosketches of key subrecipient personnel, etc.).

These documents are expected to conform to all sponsor requirements ~~that~~ ~~apply~~ ~~applicable~~ to the University's proposal. - PIs must also ensure that all materials provided by the proposed subrecipient are in the required format. - PIs are encouraged to coordinate with OSP to ensure that the subrecipient materials provided are compliant with University and sponsor guidelines and regulations. - For complex proposals involving multiple subrecipients, each subrecipient must provide the documentation listed above; and each subaward will be evaluated separately, based on the information provided.

The PI must request that the subrecipient submit its proposal documents at least two (2) business days before the PI is required to submit the ~~remainder of the~~ University's proposal to OSP ~~(see D. See E-2-.c.iv.-).~~. This will allow both the PI and OSP sufficient time to review the documents and make any required changes before the proposal is due. ~~[rev. 2-12]~~

c.) Considerations when incorporating the subrecipient proposal into the University proposal. ~~[ren. 2-12]~~

i.) Facilities and ~~Administrative~~ ~~Administrative~~ (F&A) Rates ~~rates~~ ~~for~~ ~~Proposals~~ ~~proposals~~ ~~including~~ ~~Subawards~~ ~~subawards~~. Proposals including subawards include (at least) two types of F&A costs ~~unless F&A is not an allowable cost~~: Subrecipient F&A costs and University F&A costs. A subrecipient is expected to apply its own federally-negotiated F&A rates and direct-cost ~~bases~~ ~~base~~ in the preparation of its budget, unless a lower rate has been authorized by the subrecipient's institutional official or the F&A rate is limited by the prime sponsor. If the subrecipient has a federally-negotiated rate, a copy of the subrecipient's federally-negotiated F&A rate agreement must be ~~submitted prior to proposing the subaward.~~ ~~[ren. & ed. 2-12, rev. 2-17]~~ ~~provided.~~

If a subrecipient does not have a federally-negotiated F&A rate, the University will not allow F&A costs over the ~~deminimus~~ ~~de minimus~~ 10% MTDC rate prescribed in 2 CFR Part 200.414 ~~to be included within the subrecipient's proposal~~, unless a rate can be negotiated between the subrecipient and the University. The Cost Accounting Unit of OSP is responsible for the negotiation of F&A rates with subrecipients who do not have a federally-negotiated rate. ~~[rev. 2-12, 2-17]~~

Any waiver of University F&A costs associated with a subaward requires the prior approval of the Vice President for Research and Economic Development or delegate pursuant to FSH 5100 J-1 and APM 45.10 D-C. ~~{rev. 2-12}~~

ii.) Audit Requirements~~requirements~~ **for Proposals**~~proposals~~ **including Subawards**~~subawards~~. If the proposed subrecipient is subject to 2 CFR 200, it must provide a complete copy of its most recent independent audit used to meet 2 CFR 200 audit requirements, or a link to its audit record at the Federal Audit Clearinghouse, prior to issuance of a subaward. OSP, in accordance with its responsibility for assessing the risk level of the subrecipient, must review the audit and verify that there are no findings that may negatively impact the proposed University award. ~~{ed. 2-17}~~

iii.) Subaward Conflicts~~conflicts~~ **of Interest**~~interest~~. The University must ensure that there are no conflicts of interest involved in awarding funding to the subrecipient, and that any situation that could result in a conflict is reported and managed, if appropriate to do so, consistent with FSH 5600, 5650, 6240, and ~~FSH 3170~~3170. In addition to Conflict of Interest as defined in FSH ~~6240~~6240, Conflict of Interest in relation to subrecipients shall also include situations where i) the University PI has ownership or substantial equity in the subrecipient; or ii) the University PI (or a member of his or her family) will receive individual gain from such an arrangement. Subawards shall not be authorized until a disclosure of the potential conflict of interest is filed and a management plan is approved pursuant to FSH 5600, 5650 and 6240. In certain circumstances, investigators for the subrecipient may also be required to submit disclosures of significant financial interests and comply with ~~University policies on and University application of~~ federal regulations for financial conflict of interest. Subrecipient must also certify that ~~they have~~it has a compliant conflict of interest policy under 2 CFR Part 200.112 and for EPA funding, subrecipient must comply with EPA's Conflict of Interest policy and 2 CFR Part 200.318. ~~{ren. & rev. 2-12, 2-17}~~

iv.) Administrative Review~~review~~ **of Proposal**~~proposal~~: OSP reviews the University proposal and ensures that all items required ~~offrom~~ the subrecipient are included. It may be necessary for OSP to clarify costs or other items with the University PI or the subrecipient. In order to allow adequate time for administrative review, all proposals must be submitted to OSP no less than four ~~(4)~~ business days prior to the sponsoring agency's formal submission deadline. ~~{ren. & ed. 2-12}~~

d.) Inclusion of an Unanticipated Subaward~~unanticipated subaward~~ **after Submission**~~submission~~ **of Proposal**~~proposal~~. In certain ~~cases~~instances, a PI may determine that a subrecipient is necessary to complete the performance of a project ~~for which~~after a proposal has already been submitted ~~or an award received~~. PIs seeking to add a subrecipient to a submitted proposal or awarded project must provide OSP with the information and institutional authorizations normally required of a subaward at the proposal stage. Because such changes to a proposal can affect the scope of work, methodology, ~~and~~or budget for a project, the PI should work through OSP to gain the authorized approval of the sponsor. ~~-See APM 45.14~~. Subawards will not be issued without sponsor approval, unless such approval ~~is~~requirements are expressly waived by the sponsor. ~~{ren. & rev. 2-12, rev. 2-17}~~

DE-3. Issuance of a Subaward~~subaward~~. Upon the receipt of a fully ~~executed~~ prime award from the sponsoring agency, the PI and OSP shall collaborate in the preparation of the subaward ~~agreement~~. ~~{ren. 2-12}~~

a.) Unit Requisition. ~~At the request of the PI, the Unit will prepare a University requisition to encumber the funds, using the expense codes E5171 for funding up to \$25,000, and E5172 for funding greater than \$25,000. This requisition, and the subsequently generated purchase order, will go through the Banner approval process. [ren. & ed. 2-12]~~

b.) Subaward Request Form- initiation. ~~The Subaward Request Formticket, including the relevant attachments, on the OSP website and the approved requisition or purchase order provide OSP with the information necessary for the issuance of a subaward.- The subaward will incorporate the terms and conditions of the prime award, as well as the approved scope of work and budget and any terms and conditions specific to the subaward itself. -If the scope of work and/or budget for the subrecipient changes, that updated information must be provided to OSP. [ren. & rev. 2-12, rev. 2-17]~~

The Subaward Request Formticket may be prepared by the PI or DGA (or delegate) for submission to OSP at any time, but ~~should not be forwarded it is recommended that this is done at accounting (index) setup to OSP for issuance until the completed and approved requisition number can be included. [rev. 2-12] allow the process to begin in a timely manner.~~

eb.) Subaward Reviewreview by the Office of Sponsored Programs. ~~-Once OSP has received the Subaward Request Form and a purchase order has been approved in Bannerticket with the necessary attachments and information, OSP will re-verify that the University is entering into an agreement with a qualified and eligible entity, and assess the "risk level" associated with entering into an agreement. [ren. & rev. 2-12]~~

If a subrecipient is subject to audit under 2 CFR 200, it will generally be considered low risk, unless there are unresolved audit findings that might negatively affect its performance under the subaward. ~~SubawardsSubaward agreements~~ for subrecipients considered to present a moderate or high risk to the University will include terms providing additional scrutiny of the subrecipient over the course of the contract, pursuant to 2 CFR ~~Part~~ 200.331. For subrecipients determined to be "moderate" risk, this may include periodic invoice reviews and annual desk reviews. Subrecipients considered to be "high risk" will be contractually required to provide vendor receipts and payroll reports along with their invoices and may not be allowed to rebudget without prior written approval from the University. Subaward terms for high-risk subrecipients will also oblige the subrecipient to submit to biannual desk reviews to ensure that funds are expended properly, and other compliance obligations are met. If determined to be appropriate, a change in high-risk status may be granted after two years. Invoice reviews and desk audits are conducted by the OSP Cost Accounting Unit. [rev. 2-1, 2-17]

dc.) Special Considerations-considerations. ~~When dealing with foreign institutions, for-profit entities, and small businesses, additional considerations may need to be addressed by the PI and the OSP Contract Review Officer (CROUnit (CRU) (or delegate) during the preparation of a subaward. [ren. & ed. 2-12, rev. 2-17]~~

i.) Foreign Subrecipients-subrecipients. ~~Because some federal statutes, regulations and agency procedures may not apply to foreign subrecipients, special care must be taken to ensure that a subaward with a foreign entity contains all terms and conditions necessary to contractually establish the appropriate obligations of the subrecipient and to provide a mechanism for their enforcement. -As with subawards to domestic entities, any terms and conditions specific to the prime award must be flowed down to the subrecipient.~~

ii.) For-Profit Entities—profit entities. Subawards issued to for-profit entities may include terms and conditions different from, or in addition to, those included in subawards to non-profit entities. Specific cost principles and administrative requirements are necessary when working with for-profit entities. Because some sponsors are prohibited by statute, agency regulations, or organization charter from extending funding support to for-profit entities, the prime recipient of an award may need to obtain the approval of the sponsoring agency prior to any collaboration with a for-profit entity. *[rev. 2-17]* See APM 45.14.

iii.) Small-Business Subrecipients—business subrecipients. Issues involved in subawarding to small businesses are often a hybrid of the issues mentioned above. As for-profit entities, subawards for small businesses must contain terms and conditions flowed down from the prime award. However, these entities may not be familiar with federal requirements and thus may require additional information regarding compliance. [This information can be provided by the PI, DGA, or OSP depending on the specific information requested.](#)

ed.) Subaward Issuance—issuance. After review, OSP will prepare the subaward agreement and forward it to the subrecipient for review and signature by the subrecipient's authorized official. *[ren. & ed. 2-12]*

DE-4. Post-Award Stage—issuance. Once the subaward is in place, the PI and OSP will jointly monitor the activity of the subrecipient to ensure programmatic progress and compliance. -OSP will provide a copy of the executed subaward to the PI and the [Departmental Grants Administrator \(GADGA\)](#) or College Finance Director to facilitate the monitoring process. *[ren. & ed. 2-12, rev. 2-17]*

a.) Programmatic and Other Monitoring—other monitoring by the PI. - The University PI bears primary responsibility for monitoring and evaluating the progress of the subrecipient toward fulfilling the programmatic goals and following any required procedures established by the subaward. -This responsibility requires that the PI: *[ren. & ed. 2-12]*

i.) Maintain regular contact with the subrecipient [in order so as](#) to verify that the terms and conditions of the subaward are being satisfied. - The PI should have a thorough understanding of the prime and subaward terms and conditions to ensure the subrecipient's adherence to the subaward provisions. -OSP will serve as a primary point of reference for the PI regarding questions on terms and conditions, and will collaborate with the PI in answering subrecipient questions related to the terms and conditions, federal regulations, resolution of disputes, and issues related to breach of contract. *[ren. & ed. 2-12]*

ii.) Monitor the substantive progress of the subrecipient by monitoring its progress against the scope of work and any deliverable deadlines included in the subaward. -If programmatic progress is unsatisfactory, or if required technical reports or other deliverables are not produced in a competent and timely manner, the PI must work with OSP to address these issues with the subrecipient, documenting any issues raised and their resolution. -If subrecipient performance continues to be inadequate, the PI must notify OSP, which will formulate remedial actions to be taken by subrecipient or impose sanctions. *[ren. & rev. 2-12]*

iii.) Personally review and approve invoices submitted by the subrecipient, indicating that the quantity and quality of work completed for the period covered by the invoice was acceptable, and that it was performed in accordance with any timetable included in the subaward. -By this approval, the PI also affirms that the expenditures for the subrecipient's portion of the project are reasonable, allowable, and allocable as

defined by 2 CFR Part 200 Subpart E. -Entailed in the review of subrecipient invoices is an evaluation of the subrecipient's effort reporting and cost sharing contribution (if such commitments are included in the subaward) and of its application of the appropriate F&A rate. *[ren. & ed. 2-17]*

Note: If a PI is not able to provide review and approval of the invoice in person, via email, fax, or other means of written communication, the PI may provide a written authorization for a person with firsthand knowledge of the technical performance of the subrecipient to sign during the period of unavailability. -Notwithstanding the above, in the event of extraordinary circumstances, such as a dispute in relation to payment, OSP may sign off on and process an invoice for payment. -In such event, OSP shall verify that payment to the subrecipient is warranted based on performance and factual circumstances. *[ren. & ed. 2-12]*

iv.) Verify that any human subject, animal use, biosafety, or other compliance approvals required by the work performed by the subrecipient are properly secured and maintained for the life of the subaward. -If the subrecipient experiences a lapse in such approvals, the subrecipient is responsible for notifying the University. -If the PI obtains knowledge of such lapse, they must notify OSP immediately. *[ren. & ed. 2-12]*

v.) Ascertain whether the scope of work and/or budget for the subaward must be modified in order to allow additional time, funding, etc. -If the PI determines that alteration of the subaward is required, timely notice must be provided to OSP. *(see D. See E-6, Subaward Modifications)*. *[ren. & ed. 2-12]*.

vi.) Assist OSP in communicating with the subrecipient concerning any questions that may arise during the performance of the subaward and with audit inquiries. *[ren. & ed. 2-12]*

Please see FSH 5100-H on obligations of the PI pertaining to the conduct of research supported by sponsored projects. *[ed. 2-12]*

b.) **Fiscal ~~Monitoring~~-monitoring.** Fiscal monitoring of the subaward is a responsibility shared by the PI, departmental grant or unit administrator *(DGA)*, college or unit finance director, and OSP, with primary responsibility resting with the PI. -Invoices approved and signed by the PI should be submitted to the unit administrator or college finance director for tracking of expenses and cost share. The invoice is then forwarded to OSP for review before being submitted to Accounts Payable. -OSP uses submitted invoices as one means of monitoring compliance with award terms and conditions. *[ren. & rev. 2-12]*

c.) **Compliance ~~Monitoring~~-monitoring.** As a prime recipient and a pass-through entity of federal awards, the University is required to monitor the activities of subrecipients to ensure that their portions of sponsored projects are performed in compliance with federal regulations, 2 CFR 200.501 audit requirements, and the provisions of the award and the subaward. In addition to the ongoing monitoring of subrecipient invoices, OSP regularly reviews subrecipient audit reports and, if necessary, performs desk reviews to ensure compliance. *[ren. & ed. 2-12, ed. 2-17]*

DE-5. Corrective ~~Action Plans~~action plans and ~~Sanctions~~sanctions.

a.) **Corrective ~~Action~~action.** If an audit reveals that the subrecipient is not in compliance with federal regulations, audit regulations, or provisions of the subaward, OSP will issue a management decision on the audit findings. If the subrecipient has already taken steps to correct the finding, this will be so noted in the management

decision. The management decision will state whether a finding is sustained, explain the reasons for the conclusion, and identify both the corrective action to be taken by the subrecipient and the timeframe in which this action must be completed. The subrecipient is responsible for developing and implementing measures to correct all audit findings and must submit the corrective action plan to OSP for use when assessing subrecipient conformance with 2 CFR 200 requirements. OSP will approve the proposed action plan and will modify the plan as it deems necessary to rectify the audit finding. The PI and unit will be informed of subrecipient noncompliance and will be asked to assist in monitoring the implementation of the approved corrective action plan by the subrecipient. (See 2 CFR Part 200). ~~[ren. & ed. 2-12, ed. 2-17]~~

b.) Sanctions. -OSP may impose sanctions on the subrecipient for its failure to: undergo an audit in keeping with 2 CFR 200 requirements and/or special terms and conditions of the subaward agreement; undertake the performance of the subaward with reasonable diligence in adhering to applicable federal and state regulations and subaward terms and conditions; and/or submit or carry out a corrective action plan. Under such circumstances, OSP may withhold payment, withhold or disallow overhead costs, or suspend the subaward until necessary corrective measures are taken by the subrecipient. If resolution of identified issues does not occur within ~~ninety (90.)~~ days, OSP will notify the subrecipient that it has ~~thirty (30)~~ days to comply or it will be considered ~~to be~~ in breach of the subaward agreement and the agreement will be terminated. ~~[ren. & ed. 2-12, ed. 2-17]~~

~~DE-6. Subaward Modifications.~~ modifications. While the terms and conditions of a subaward usually are fixed for the duration of the contract, it may become necessary to modify terms and conditions of the subaward in order to ensure the success of the entire project. ~~Should~~ be it ~~is~~ determined that amendments to the subaward are necessary, the PI must first contact OSP ~~in order~~ to determine whether the University has the authority under the prime award to alter the subaward. - If the University does not have this authority, the PI will need to work with OSP to obtain approval for the proposed subaward modification(s) from the sponsor. -When a modification is required, the PI shall complete and submit a Request for Subaward Amendment ~~Form~~ ticket to OSP. ~~If additional funding is being provided, a Change Order to the existing purchase order must be completed in Banner prior to the modification being completed.~~ -After OSP receives the request form ~~and the change order has been processed in Banner, if required,~~ OSP will prepare an amendment to the subaward, incorporating the approved modifications into the subaward and will send the amendment to the subrecipient. A copy of the subaward amendment will be provided to the unit once it has been fully executed. ~~[ren. & ed. 2-12, ed. 2-17]~~

~~DE-7. Subaward Closeout.~~ closeout. A subaward is considered closed when its performance period has come to an end and all of the conditions of the subaward have been fully met. ~~Before a subaward can be closed out the following tasks must be completed:~~ ~~[ren. & rev. 2-12]~~

- An invoice marked as "final" and certifying that all costs were made in accordance with the subaward conditions must be received within the ~~contract~~ contractual deadline.
- Before signing off on the invoice, the PI must verify that any required technical reports have been completed and obtained and that all provisions of the subaward have been fulfilled.
- Any closeout reports required by the prime sponsor (e.g. invention disclosure, property) must be received.
- Disposition of any equipment purchased under the subaward must be finalized. -A determination must be made on whether this equipment may be vested with the subrecipient, or if title remains with the prime sponsor or the University.

Payment of the final invoice may be withheld until all required documents and deliverables have been received and approved. ~~[ed. 2-12]~~

EF. Contact Information ~~information~~. For questions or requests for additional information please contact the Office of Sponsored Programs at 208-885-6651 or osp@uidaho.edu. ~~[add. 2-12]~~

F. Sources of Federal Guidelines: ~~[ren. & ed. 2-12]~~

G. References

GF-1. Federal Acquisition Regulations.

GF-2. 2 CFR 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ~~[rev. & ren. 2-17]~~



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **APM 95.21 UNIVERSITY CLOSURES**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Originator: Shane Keen

Policy Sponsor, if different from Originator: Brian Foisy, 1/12/24

Reviewed by General Counsel X Yes No Name & Date: Patrick Grace, 1/11/24

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.

Comprehensive review. Language clarified throughout.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

To be effective immediately upon approval.

95.21 - University Closures

A. Rewrote in October 2017

General Purpose. ~~This policy describes how the University may close its facilities i~~n the event of a reported emergency or a weather-related emergency, or if an emergency situation appears imminent, ~~the Executive Director of Public Safety & Security, or designee, may make a recommendation to the President, or designated senior officer, for taking the appropriate action. The action could include the cancellation of classes and/or the closure of a university facility.~~

B. Scope. This policy ~~covers~~ applies to all University of Idaho ~~all~~ facilities, sites, and campuses ~~located around the State occupied, or used by, University of Idaho (UI) employees.~~

CA. Definition of s

A-1. ~~e~~Essential Personnel personnel. ~~Essential personnel is defined as~~ UI employees designated by unit administrators to be critical to the continuation of key operations and services in the event of a suspension of operations.

A-2 Consideration of Conditions:

A decision to close a university facility may be based on any, or all, of the following ~~conditions~~ factors:

- a. ~~Weather information gathered from official weather reports and forecasts. In most cases, university facilities will not close for winter conditions unless there is a severe weather event or hazardous conditions.~~
- b. ~~Decisions from city, county, regional, and state agencies.~~
- c. ~~Local police and county sheriff's departments surrounding the affected campuses and facilities.~~
- d. ~~Consultation with UI Office of Public Safety and Security (OPSS) and Facilities Services.~~

DB. Policy. When conditions necessitate, a university facility may be closed or its opening delayed. The decision to close or delay opening a university facility is at the discretion of the President, or designee. In the event of a university closure, only designated essential personnel will be allowed to remain on campus, or occupy a closed university facility.

DB-1. Supervisor Jurisdiction jurisdiction. Individual units do not have independent authority to make decisions concerning university-University facility closures, postponements, ~~and~~ or cancellations; however, supervisors do have the authority to approve requests from employees who wish request absence or early release with the use of annual leave or comp time (if applicable) from work due to severe weather conditions. (See FSH 3470.)

DB-2. Administrative Emergency Closure Leave ~~leave~~ **with Paypay**. When the President, or designee, makes a decision to close, cancel classes, or postpone opening any ~~university~~ **University** facility, ~~administrative emergency closure~~ leave for the affected employees (~~non-essential personnel~~) will be determined pursuant to **FSH 3470** and **3710** as applicable.

DB-3. Locations other than Moscow. ~~Subject to the provisions of B-5 herein~~ **At locations other than Moscow**, ~~the~~ location executive officer, or designee, will make a recommendation, to the President, or designee, to close the facility(s). After approval, the executive officer, or designee, will contact **UI Office of Public Safety and Security (OPSS)** **OPSS** and provide information on the nature of the event, affected locations, recommended actions (closure, delayed opening), duration of action, and any other relevant details.

a. Coeur d'Alene (CDA) campus. University of Idaho CDA facilities may be closed due to a North Idaho College (NIC) closure. In the event of a NIC closure, the CDA executive officer or designee will notify the President or designee and OPSS.

b. Idaho Falls (IF) campus. University of Idaho IF facilities may be closed due to an ISU-Idaho Falls (ISU) closure. In the event of an ISU closure, the Idaho Falls executive officer or designee will notify the President or designee and OPSS.

c. Co-located UI offices. University of Idaho offices co-located with federal, state, or county offices may be closed due to a building closure. In the event of a closure, the UI executive officer at the co-located facility or designee will notify the President or designee and OPSS.

DB-4 Consideration of Conditions:

A decision to close a ~~u~~University facility may be based on any, or all, of the following factors:

a. Weather information gathered from official weather reports and forecasts. In most cases, ~~u~~University facilities will not close for winter conditions unless there is a severe weather event or hazardous conditions.

b. Relevant guidance ~~Decisions~~ from city, county, regional, and **federal and state agencies** authorities.

c. Advice from local police and county sheriff's departments surrounding the affected campuses and facilities.

d. Consultation with UI Office of Public Safety and Security (OPSS) and Facilities Services.

Exceptions:

~~**a. Coeur d'Alene (CDA) Campus.** University of Idaho CDA facilities may be closed due to a North Idaho College (NIC) closure. In the event of a NIC closure, the CDA executive officer, or designee, will notify the President, or designee, and PSS.~~

~~**b. Idaho Falls (IF) Campus.** University of IF facilities may be closed due to an ISU Idaho Falls (ISU) closure. In the event of an ISU closure, the Idaho Falls executive officer, or designee, will notify the President, or designee, and PSS.~~

~~**c. Co-located UI Offices.** University of Idaho offices co-located with federal, state, or county offices may be closed due to a building closure. In the event of a closure, the UI executive officer at the co-located facility, or designee, will notify the President, or designee, and PSS.~~

DB-54. Alerts and Notifications~~notifications.~~ In the event of a decision to close any university facility, ~~faculty, staff,~~employees and students will be notified of the closure by the ~~university's~~University's ~~emergency alert~~Vandal Alert Notification Ssystem. Additional information related to the emergency and facility closure updates, leave information, and contact information, will be posted on the ~~university's~~University's home page. (<http://www.uidaho.edu/>).

2023 – 2024 Faculty Senate – Pending Approval Approved at Mtg #20
Meeting # 19 Feb. 6, 2024
Tuesday, January 30, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Maas, McKenna, Murphy, Ramirez, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Tibbals.

Absent: Blevins (excused), Raney (excused), Mittelstaedt (excused), Long.

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #18, January 23, 2024, were approved as distributed.

Chair Gauthier proposed to change the order of the agenda, because Aleksandra Hollingshead cannot speak later due to a conflict. The proposal was approved by general consent.

Announcements and Communications:

- Report from the Ubuntu Committee – Aleksandra Hollingshead, Department Chair, Curriculum and Instruction.

Aleksandra is the chair of Ubuntu. Her visit's main purpose is to share information about the 2024 MLK Jr. Art and Writing contest. The deadline for (digital) submission is February 16, 2024, by 5pm. Please share with students in your departments or units. To commemorate the life, work and legacy of Dr. Martin Luther King Jr., University of Idaho undergraduates, graduates and professional students enrolled for the 2024 spring semester at any U of I location are invited to create a written work or piece of art in any medium of their choice about equality and social, racial and ethnic justice. The contact person is Caitlin Cieslik-Miskimen, caitlinc@uidaho.edu. They are working on securing some funds for the student awards.

<https://www.uidaho.edu/student-affairs/ubuntu/mlk-art-and-essay-contest>

She also wanted to share with Senate some concerns about the Ubuntu committee, perhaps to be delegated to the Committee on Committees. The concerns are about structure, fast turnover (length of service), and confusion about attendance expectations. Over 50% of the members are non-voting ex-officio delegates from the different diversity units, which is good. However, because of misunderstanding of attendance expectations, people work in silos. The committee needs better coordination. If the purpose of Ubuntu is to support diversity work focused on students, perhaps we should reconsider the committee structure and establish clear communication channels with the diversity and inclusion staff.

Vice Chair Haltinner noted that the Committee on Committees is in the process of auditing all committees. She reached out to Yolanda Bisbee with some suggestions about the committee make-up.

Responding to a charge from Senate on specific tasks, Ubuntu reached out to the Registrar's Office multiple times to ask that students be allowed to use their preferred names on their diplomas but didn't receive a response. They contacted the Admission Committee about more inclusive statements on the admission page but didn't hear back. They have been looking into more equitable language in position postings and search committee work. These plans are now on hold until the end of the legislative session. One successful area is the committee work with

IPO to provide more clarity in the communication system with international students about scholarships available to them.

Chair's Report:

- Brandi sent responses to some of the questions about the State Board switching from TIAA to Fidelity, namely, Optional Retirement Plan Transition to Fidelity:
 - Rankings: Fidelity is a mutual fund company and does not hold reserves in a general account, so ratings are not applicable.
 - Bitcoin: Fidelity made some announcements about making bitcoin investments available through retirement plans. This will not be an option for the ISBOE plans. Currently the self-directed brokerage is limited to mutual funds and therefore bitcoin is not (and will not be) an option for this plan.
- There was a critique from a senator about the Talking Points (TP). We think that the TP are very important to engage constituents and get immediate feedback about what was heard and discussed during the Faculty Senate meetings. The TP do not replace the minutes. We will put a disclaimer at the bottom of the TP to clarify that they are not intended to replace approved minutes.

The Faculty Secretary followed up. She confirmed that traditionally TP have been a quick and informal way to let constituents know about the current issues senate addresses weekly and to stimulate interest to know more from the supporting documents. Requiring that TP be approved by all senators before going out would defeat their purpose. She encouraged feedback.

Provost's Report:

- U of I was founded January 30, 1889, so it's 135 years old today!
- Tomorrow at 12: 30 in the ISUB Lobby: McNair Research Expo. Check it out if you can, it should be very interesting work.
- 10th day enrollment was measured last week. It indicated an increase of 6.8% over the same point in time last spring. The final number will probably be smaller, because dual credit registration data may have come in earlier than last spring (dual credit timing is different depending on the school district). The final number is expected to be an increase in the range of 3-5%.

Committee Reports (voting):

- **Proposed changes to the University Catalog**
 - UCC 508 Microelectronics Fabrication – Feng Li, Electrical & Computer Engineering, Attach. #2.
The scheduled speaker was not present. Senator Roberson offered to say a few words and answer questions. The courses required for the certificate will provide students with specialized knowledge and skills in microelectronics fabrication and prepare them for careers in the industry.
Vote: 22/22 yes. Motion passes.

Jeff Seegmiller introduced the new medical program to which the following UCC items belong. In the state of Idaho, there is a shortage of medical professionals, poor health care, and a high suicide rate. We rank 50th in the country in the number of mental health professionals and health professionals. They are proposing a novel medical program to meet

critical needs in the state and save lives. Jeff Seegmiller is enthusiastic and grateful to all who have contributed to this important effort.

- UCC 549 Master of Science in Gerontology – Thomas Farrer, Associate Program Director, Medical Education Program (WWAMI), Attach. #3.
Generally, the number of people above 50 years of age is growing; between 2012 and 2030, it is predicted that this population will grow by 33%. We need a workforce to meet the needs of this growing population.
Discussion:
Chair Gauthier asked whether the program is multidisciplinary. Response: Yes, it covers many areas of aging, such as elder care, elder law, etc.
A senator inquired about the teaching power to deliver those classes. Response: Some will be new hires; others will come from WWAMI. Current staff and faculty will be re-directed to the new School of Health and Medical Professions.
A senator asked whether courses that appear to be at the 600 level, such as GERO 6XX, indicate plans to develop a doctoral program. Response: That is not the case.
Vote: 23/24 yes; 1/24 no. Motion passes.
- UCC 551 Direct-Entry Doctor of Nursing Practice-Nurse Anesthesia – Russell Baker, Associate Program Director, Medical Education Program (WWAMI), Attach. #4.
In Idaho, the current nurse population clusters around the largest city in Idaho Public Health Districts, with significant migration of nurses away from Idaho rural communities. Thus, there is a great need to train and prepare CRNAs in Idaho to work in Idaho’s rural communities. The development of an advanced practice entry-to-practice CRNA program in the state will aid in the development of a CRNA workforce to meet the needs of Idahoans.
Vote: 21/21 yes. Motion passes.
- UCC 540 Direct-Entry Master of Science in Nursing – Jeff Seegmiller, Director, Medical Education Program (WWAMI), Attach. #5.
This program is an entry to the medical profession. Applicants don’t need to have a bachelor’s in a nursing field. Currently, no institution in Idaho offers a Direct Entry Master of Science in Nursing. A direct-entry nursing education program addresses unmet needs for a struggling rural workforce.
Vote: 22/22 yes. Motion passes.
- UCC 548 Doctor of Psychology in Clinical Psychology – Thomas Farrer, Associate Program Director, Medical Education Program (WWAMI), Attach. #6.
There is a critical shortage of mental health providers in all Idaho counties. There are only two clinical psychology doctorate programs in Idaho, one at Idaho State University and a second at Northwest Nazarene University. The program at ISU is accredited by the American Psychological Association. However, the program turns away 90-95% of their applicants. Thus, many suitable applicants will have to leave the state to continue seeking a doctoral degree. This program will help meet the needs of Idaho citizens with mental health conditions.
Vote: 22/22 yes. Motion passes.

- UCC 550 Master of Physician Assistant Studies – Russell Baker, Associate Program Director, Medical Education Program (WWAMI), Attach. #7.
Currently, Idaho State University runs the only PA program in the state, which accepts about 10% of the applicants. The pool of applicants who are not accepted has a large portion of Idaho residents. A comparable PA at the University of Utah has similar PA production as ISU and reports a 4% admission rate for the PA program. Thus, more than 90% of applicants are not accepted into either of these programs, while there is strong interest in pursuing a career as a PA.
Vote: 21/21 yes. Motion passes.
- UCC 99 School of Health and Medical Professionals – Jeff Seegmiller, Director, Medical Education Program (WWAMI), Attach. #8.
The School of Health and Medical Professions will be the foundation on which our programs will grow. The school will be housed within the College of Graduate Studies. The bulk of these specific programs are currently not being offered in our state institutions, except for the Physician’s Assistant Program. Proposals for each of these academic programs are included in this School/Program proposal submission.
Vote: 20/20 yes. Motion passes.
- **Proposed changes to the Faculty Staff Handbook**
 - FSH 3440 Compensation of Classified Employees – recalled from the agenda.
- **Changes to the Administrative Procedures Manual (non-voting):**
 - APM 50.51 Request for Job Reclassification – Brandi Terwilliger, Director of Human Resources, Ashley Rodriguez, Senior HR Business Partner, Attach. #10.
Information contained in this item is now maintained on the HR website.
 - APM 45.16 Sponsored Project Payment Management – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs, Attach. #11.
Rewritten to clarify processes to match Chart V (Banner) updates and to update format.
 - APM 45.17 Fixed-Price Sponsored Projects – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs, Attach. #12.
Updating for current processes in Chart V and new CFR regulations governing fixed-price sponsored funding.

New Business:

None.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:19pm.

Respectfully Submitted,

Francesca Sammaruca

Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #19

Tuesday, January 30, 2024 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #18 January 23, 2024 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports (voting)
 - Proposed changes to the University Catalog
 - UCC 508 Microelectronics Fabrication – Feng Li, Regular Faculty, Electrical & Computer Engineering **Attach. #2**
 - UCC 549 Master of Science in Gerontology – Thomas Farrer, Associate Program Director, Medical Education Program (WWAMI) **Attach. #3**
 - UCC 551 Direct-Entry Doctor of Nursing Practice-Nurse Anesthesia – Russell Baker, Associate Program Director, Medical Education Program (WWAMI) **Attach. #4**
 - UCC 540 Direct-Entry Master of Science in Nursing – Jeff Seegmiller, Director, Medical Education Program (WWAMI) **Attach. #5**
 - UCC 548 Doctor of Psychology in Clinical Psychology – Thomas Farrer, Associate Program Director, Medical Education Program (WWAMI) **Attach. #6**
 - UCC 550 Master of Physician Assistant Studies – Russell Baker, Associate Program Director, Medical Education Program (WWAMI) **Attach. #7**
 - UCC 99 School of Health and Medical Professionals – Jeff Seegmiller, Director, Medical Education Program (WWAMI) **Attach. #8**
 - Proposed changes to the Faculty Staff Handbook
 - FSH 3440 Compensation of Classified Employees – Brandi Terwilliger, Director of Human Resources, Ashley Rodriguez, Senior HR Business Partner **Attach. #9**
- VI. Committee Reports (non-voting)
 - APM 50.51 Request for Job Reclassification – Brandi Terwilliger, Director of Human Resources, Ashley Rodriguez, Senior HR Business Partner **Attach. #10**
 - APM 45.16 Sponsored Project Payment Management – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs **Attach. #11**
 - APM 45.17 Fixed-Price Sponsored Projects – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs **Attach. #12**

VII. Announcements and Communications

- Report from the Ubuntu Committee – Aleksandra Hollingshead, Department Chair, Curriculum and Instruction
- Information on First Aid Training and Stations on Campus – Beau Babcock, Occupational Safety Technician

VIII. New Business

IX. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #18 January 23, 2024
- **Attach. #2** UCC 508
- **Attach. #3** UCC 549
- **Attach. #4** UCC 551
- **Attach. #5** UCC 540
- **Attach. #6** UCC 548
- **Attach. #7** UCC 550
- **Attach. #8** UCC 99
- **Attach. #9** FSH 3440
- **Attach. #10** APM 50.51
- **Attach. #11** APM 45.16
- **Attach. #12** APM 45.17

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 18

Tuesday, January 23, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Maas, McKenna, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Tibbals.

Absent: Kenyon (excused), Hobbs, Reynolds

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #17, January 16, 2024, were approved as distributed.

Announcements and Communications, Part 1:

- **Admissions Standards** - Use of Standardized Tests for Admission Decisions – Dean Kahler, Vice Provost, Strategic Enrollment Management.

After reviewing AY 2022-23 admission standards, Vice Provost Kahler presented retention rates by high school (HS) GPA. **The data are attached to these minutes.** From Fall 2015 through Fall 2022, the retention rate with HS GPA of 3 and above has been around 80%, with a slight downward trend (81% in Fall 2015 vs. 77% in Fall 2022). The lack of SAT/ACT scores doesn't appear to change in a significant way the trends that we saw before waiving those scores.

Discussion:

In response to a question, Vice Provost Kahler noted that the HS GPA has been found to be a good predictor of success by other peer universities as well.

A senator cited the New York Times article “The Misguided War on the SAT” (nytimes.com) as an interesting take on the subject.

As for the slight decline in the retention rate of our best students (GPA 3 and up), the reasons can be diverse – sometimes they are non-academic, financial or family related. Additional analysis needs to be done on those trends to get better insight.

A senator is concerned that our current trend of lowering the standards and reducing barriers to entry to move students through may be seen unfavorably from the outside. Vice Provost Kahler responded that many campuses are having similar conversations. Next Monday, there is a meeting (Jean-Marc will be there) with the State Board (SB) staff to discuss our direct admit Idaho program. WSU has already dropped SAT scores from their admission standards. Provost Lawrence added that the SB is strongly committed to access and to educate more Idaho students, as demonstrated by the \$75M invested in the “Launch” initiative.

Provost Lawrence summarized the question before Faculty Senate: If we take no action, the current emergency action will expire and admission standards for Fall 2025 will revert to their pre-COVID status. If the Faculty Senate wants to act, the main question is whether dropping SAT scores caused large differences in retention and completion rates. The data suggests that it didn't. Vice Provost Kahler agrees.

Addressing a question about the current minimum GPA (which is 2.6, same as originally), the Provost noted that, with the current standards, a student with a GPA of 2.6 is directly admitted, whereas, in the former system, a student with a GPA of 2.7 would have not been directly

admitted if they had a low SAT score. So, the main question is: Are those students succeeding or do we need to be more careful with the group at the bottom?

P3 Update – Toni Broyles, Special Assistant to AVP Auxiliary, Cami McClure, Assistant Vice President, Auxiliary Services.

From campus-wide surveys, the issues that come up most frequently are pay, housing and childcare. With regard to housing, they are at the stage of research and analysis to provide recommendations. They are looking at housing for undergraduate (UG) students, graduate students (GS), married students with children (parenting housing), employees, and sometime in the future, retirees. They did an initial survey last year and one is on-going this year, for UG, GS, faculty and staff. The largest response rate is from employees. They are now pushing for a higher response. Toni asked to let students know about this feedback opportunity open to the entire campus.

Toni displayed a map showing the location of university housing. The “UG corridor” is where UG, and some GS, predominantly live. Apartment living is on the so-called “South Hill,” the older part built in the 1960s and the newer in the 1990s. Those buildings are old, parking is limited, and so is access to emergency services. Nothing has been decided, as they are at the stage of preliminary design of some reconfiguration. The average age of our buildings is 53 years. As a future R1 university, and to be among the 25 top public residential universities (a priority for President Green), we need suitable on-campus housing. The plan is to keep UG housing where it is, and keep the amenities, such as food services, in the UG corridor. Also, some separation between graduate housing and parenting housing is appropriate. Plans include a dedicated building for graduate and professional students. The university has recently procured the area where the Wells Fargo ATM used to be and some old railroad land nearby.

Units and departments work hard to bring the best faculty to campus, but when these new faculty come, they may not find suitable housing. It’s important to let them know that new faculty have at least one place to land when they first arrive. As part of their recruiting package, units/departments may consider showing to prospective faculty some of the apartments the university can make available as a landing place.

In summary, they are doing inventory and research analysis across the whole spectrum, from UG to Emeriti who wish to remain in contact with the university but seek a smaller, easy-maintenance residence.

Discussion:

To the question of our capacity, Toni replied that the final survey will provide more information. On the South Hill, there are probably 250 beds for graduate and professional students and 150 for parenting housing. The UG sector will require mostly renovation. There, we can add about 800 beds if needed. Furthermore, major employers in the area (SEL, Gritman, Pullman Regional) are experiencing similar problems when seeking to hire highly trained personnel who come to town but can’t find proper housing. Should we end up with more university housing than needed, renting living space to these local employers could be a source of revenue.

It was pointed out that extension students who come to the Moscow campus for a limited time also need a place to stay, in addition to housing in Southern Idaho. Toni responded that they are also considering setting aside space for visiting lecturers and extension people and for Study Abroad students.

A senator wondered whether establishing a relation with local “Airbnb” could help for short-term visitors. Toni replied that it could be an option (there 1,000 Airbnb in Moscow), but only for short-term living.

For any questions or feedback, reach out to Toni at tonibroyles@uidaho.edu

Chair's Report:

- We just heard presentations about admissions and housing, which are important factors for the long-term evolution of the university. If the university grows, are we ready for more students? What kind of growth can we accommodate?
- These types of conversations reinforce the role of senate leadership as a place of dialog and shared governance. Please help us make our role more efficient and productive, by providing your feedback.

Provost's Report:

- 10th day data on Spring semester enrollment will be available next week.
- UI's legislative presentations begin this week and will take place over the next 1-2 months. This is a different schedule than previous year. Vice Provost for Faculty Diane Kelly-Riley sent a communication to standard pay faculty on 1/19/2024 about tentative deferred pay implementation. Please visit:

<https://www.uidaho.edu/provost/faculty/salary/deferred-pay>

Discussion:

A senator inquired whether deferred pay is a “done deal” as far as Faculty Senate involvement is concerned. The Provost responded that the implementation will likely require changes in FSH/APM and, thus, Senate will be involved. Implementation plans are ongoing and the President supports what's being done. As a follow-up, the senator suggested making this point clearer on the webpage.

Changes to the Administrative Procedures Manual (non-voting):

- APM 45.09 Effort Reporting and Personnel Activity Reports – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs.
Change of our effort reporting system and process needed to be reflected in the APM – from PAR to Effort Reporting, with the use of Banner.
Discussion:
There was a suggestion to clarify the meaning of “Hatch, Smith-Lever” in section B.
- APM 45.10 Facilities and Administrative (Indirect) Rate – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs.
Update for consistent format, to clarify statements and applicability for location and type, and change ‘Public Service/Outreach’ to ‘Other Sponsored Activity’ per our last F&A rate agreement.
Discussion: None.
- APM 45.12 Sponsored Project Closeout and Recordkeeping Responsibilities – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs.
Reformat to conform to standard APM style, clarify closeout and recordkeeping processes due to shift to electronic record keeping and other system changes. Mostly, changing nomenclature and formatting.
Discussion: None.
- APM 45.15 Subawards and Subcontracts – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs.

Clarification of the subaward request and issuance process to include new requirements and processes. No substantial changes in responsibilities, monitoring, or timelines. Adding 2 CFR 200 in place of the A-121 and A-133 references, and formatting to standard APM format.

Discussion: None.

- APM 95.21 University Closures – Shane Keen, Clery Compliance Officer, Public Safety and Security.

Comprehensive review. Language clarified throughout.

Discussion: None.

Announcements and Communications, Part 2:

- FY24 CEC Summary – Kim Salisbury, Associate Vice President, Budget and Planning, DFA Budget and Planning.

Kim displayed a slide showing a summary of FY24 CEC. She went over the breakdown of the Gen Ed budget into various categories – across the board to address inflation, bring salaries up to 80% of target, merit funds, promotion and tenure increments, etc. The table also shows overall increase in salary over FY23; total merit increases; average starting percentage, average increase percentage, and average final percentage of target; number of CEC eligible and CEC non-eligible employees; number of employees receiving merit increases; number of employees brought up to 80% of target; number of eligible employees still below 80% of target.

The slide with the detailed data is attached to these minutes.

Discussion:

Kim explained how the \$600 for across-the-board increases came to be. Working backwards from the total Gen Ed budget, they addressed priorities such as raising salaries to 80% of target, then met other Gen Ed obligations. What was left, in steps of \$100, amounted to \$600 per FTE. Provost Torrey added that this year a percentage increase was recommended, rather than a flat number for all eligible employees.

Clarification was asked about the group of eligible employees still below 80% of the target. This is due to grant funding in a small number of areas.

- Parking – Steve Mills, Director, Parking and Transportation Services.

Availability: One of the aspects that senators wanted to discuss is the reason why in the Greek housing area, (Blake, Taylor, Sweet and 7th), all parking permits are purple or magenta. This is to provide parking to students who bring a car to campus. Some students also use the gravel area west of the Kibbie Dome.

The second question was about the cost and how it is determined: Since 2009, our parking permits have gone up about 40%, which is consistent with the nationwide increase, and less than 72% of the universities that they looked up.

Discussion:

Why not adopt a sliding scale, where the cost of the permit is commensurate to one's salary? Steve does not see this as an equitable solution. The university salary may be only one source of an individual's income. Also, with income-based permit costs, more employees will be able to purchase gold permits, which will create additional problems. Eventually, with this model, parking would become underfunded. Lots are very expensive to maintain.

Why should we pay for parking at all? Most employers provide parking. Vice President Foisy addressed this question. Parking must be a fully self-sustained, auxiliary operation by SB mandate. No Gen Ed funds can go into it.

Moscow is walkable and there is public transportation to campus, but what about people who live outside of Moscow? Are students promised a parking spot if they have a car on campus?

Yes, they are, although -- Dean of Students Blaine Eckles added -- it's a challenge. They discourage students from bringing a car to campus.

The presentations on Computing Resources Available for Research, and the Report from the Ubuntu Committee were postponed due to the late hour.

New Business:

None.

Adjournment:

The agenda not being completed, the Chair called for a motion to adjourn. So moved (Tibbals, Mittelstaedt). The meeting was adjourned at 5:02pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate



University
of Idaho

UNDERGRADUATE ADMISSION STANDARDS

INSTITUTIONAL RESEARCH

22-23 CATALOG ADMISSION STANDARDS



1. Submit ACT or SAT scores if available. New first-year students entering in 2022 or 2023 who are unable to sit for an ACT or SAT exam due to COVID-19 will automatically be considered for admission if their cumulative unweighted GPA is 2.60-4.00. Those who have cumulative GPAs of 2.30 - 2.59 who are unable to sit for an exam will be admitted through the [Vandal Gateway Program](#). Students in this GPA range are also welcome to appeal through our [Admissions Committee](#). **Every student who has a test score is encouraged to provide it for admission as well as class placement.**
2. Graduate from a regionally accredited high school with a combination of cumulative GPA¹ and test scores² as defined in the following table:

| High School GPA | ACT Composite | SAT Evidence-Based Reading & Writing + Math (SAT taken March 2016 and after) | SAT Critical Reading + Math (SAT taken prior to March 2016) |
|-----------------|----------------|--|---|
| 3.00 - 4.00 | Any test score | Any test score | Any test score |
| 2.60 - 2.99 | Any test score | Any test score | Any test score |
| 2.50 - 2.59 | 17 - 36 | 910-1600 | 830-1600 |
| 2.40 - 2.49 | 19 - 36 | 990-1600 | 910-1600 |
| 2.30 - 2.39 | 21 - 36 | 1070-1600 | 990-1600 |
| 2.20 - 2.29 | 23 - 36 | 1140-1600 | 1070-1600 |

22-23 CATALOG ADMISSION STANDARDS



I Either achieve a 2.6+ High School GPA or obtain a lower GPA with a increasing, sliding scale test score

I The vast majority of incoming new frosh have a 2.6 High School GPA or better

| High School GPA | ACT Composite | SAT Evidence |
|-----------------|----------------|----------------|
| 3.00 - 4.00 | Any test score | Any test score |
| 2.60 - 2.99 | Any test score | Any test score |
| 2.50 - 2.59 | 17 - 36 | 910-1600 |
| 2.40 - 2.49 | 19 - 36 | 990-1600 |
| 2.30 - 2.39 | 21 - 36 | 1070-1600 |
| 2.20 - 2.29 | 23 - 36 | 1140-1600 |

| Fall Term | Frosh Cohort Total | No ACT / SAT | Pct No Test | Had HS GPA 2.6+ | Had 2.6+ (%) |
|--------------------|--------------------|--------------|-------------|-----------------|--------------|
| 201510 - Fall 2015 | 1587 | 43 | 3% | 1495 | 94% |
| 201610 - Fall 2016 | 1660 | 28 | 2% | 1540 | 93% |
| 201710 - Fall 2017 | 1537 | 37 | 2% | 1431 | 93% |
| 201810 - Fall 2018 | 1434 | 19 | 1% | 1330 | 93% |
| 201910 - Fall 2019 | 1475 | 19 | 1% | 1378 | 93% |
| 202010 - Fall 2020 | 1425 | 20 | 1% | 1334 | 94% |
| 202110 - Fall 2021 | 1656 | 474 | 29% | 1571 | 95% |
| 202210 - Fall 2022 | 1951 | 606 | 31% | 1808 | 93% |
| 202310 - Fall 2023 | 1869 | 715 | 38% | 1732 | 93% |



RETENTION BY HIGH SCHOOL GPA

| High School GPA | STATUS | Fall 2020 | | Fall 2021 | | Fall 2022 | |
|-----------------|--------|-----------|---------------|-----------|---------------|-----------|---------------|
| | | N | Retention Pct | N | Retention Pct | N | Retention Pct |
| | GONE | 8 | | 14 | | 15 | |
| | HERE | 22 | 73% | 18 | 56% | 47 | 76% |
| [3.00 - 4.00) | GONE | 249 | | 314 | | 372 | |
| [3.00 - 4.00) | HERE | 905 | 78% | 1056 | 77% | 1239 | 77% |
| [2.60 - 3.00) | GONE | 85 | | 97 | | 83 | |
| [2.60 - 3.00) | HERE | 95 | 53% | 104 | 52% | 114 | 58% |
| [2.50 - 2.60) | GONE | 9 | | 12 | | 9 | |
| [2.50 - 2.60) | HERE | 12 | 57% | 9 | 43% | 13 | 59% |
| [2.40 - 2.50) | GONE | | | 5 | | 16 | |
| [2.40 - 2.50) | HERE | | | 10 | 67% | 16 | 50% |

RETENTION BY HIGH SCHOOL GPA



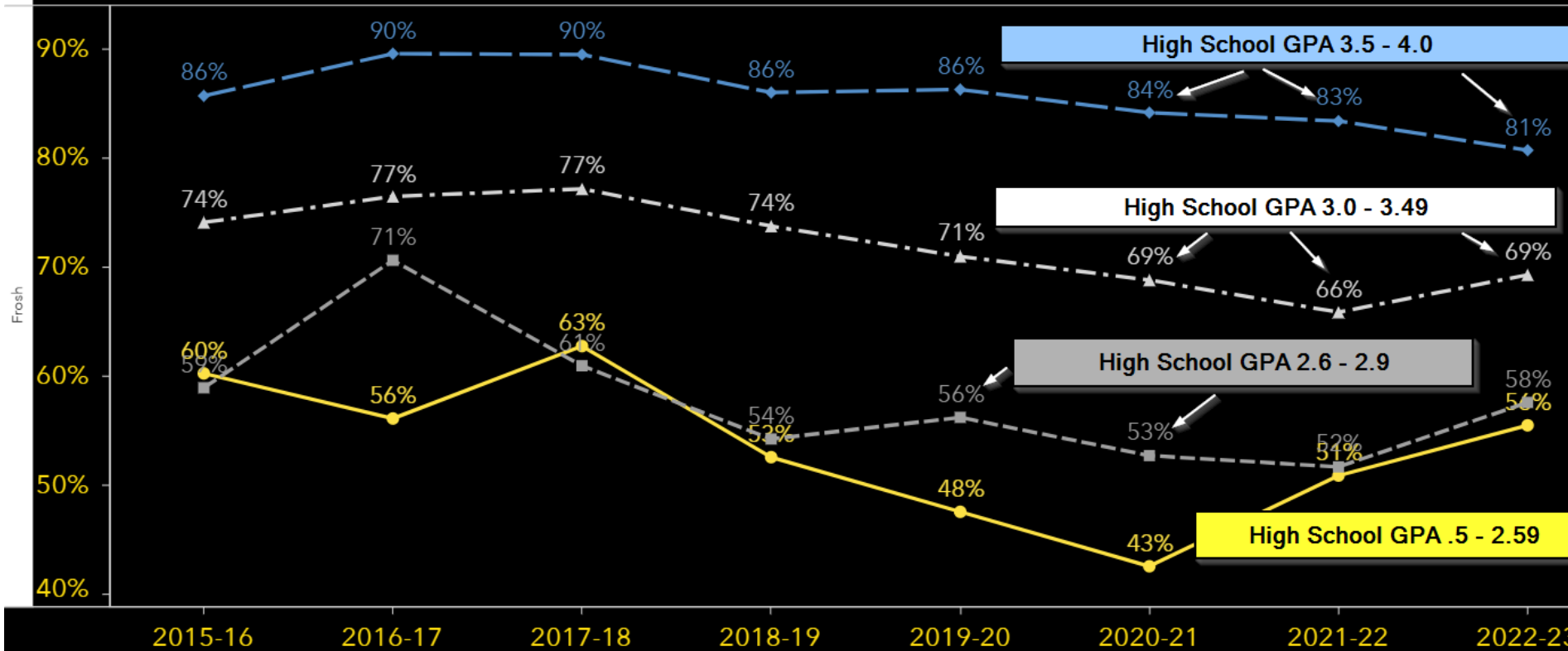
(HIGHER HIGH SCHOOL GPA ASSOCIATED WITH HIGHER RETENTION)

New Freshman Retention by High School GPA

All UI - STUD_TYPE > University of Idaho

STUD_TYPE

Freshman Percent





RETENTION BY HIGH SCHOOL GPA

(HIGHER HIGH SCHOOL GPA ASSOCIATED WITH HIGHER RETENTION)

| Fall Term | Frosh Cohort Total | Overall Retained | Overall Retained (%) | Retention HS GPA 3.0+ | Retention HS GPA [2.6-3.0] |
|--------------------|--------------------|--------------------------|----------------------|-----------------------|----------------------------|
| 201510 - Fall 2015 | 1587 | 1218 | 77% | 81% | 59% |
| 201610 - Fall 2016 | 1660 | 1343 | 81% | 84% | 71% |
| 201710 - Fall 2017 | 1537 | 1227 | 80% | 85% | 61% |
| 201810 - Fall 2018 | 1434 | 1089 | 76% | 81% | 54% |
| 201910 - Fall 2019 | 1475 | 1123 | 76% | 81% | 56% |
| 202010 - Fall 2020 | 1425 | 1048 | 74% | 78% | 53% |
| 202110 - Fall 2021 | 1656 | 1205 | 73% | 77% | 52% |
| 202210 - Fall 2022 | 1951 | 1445 | 74% | 77% | 58% |
| 202310 - Fall 2023 | 1869 | <i>Not Available Yet</i> | | | |



RETENTION BY HIGH SCHOOL GPA

| | Retention - Returning One Year Out / Fall-to-Fall | | | | | | | | |
|-----------------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--|
| High School GPA | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | |
| [3.00 - 4.00) | 81% | 84% | 85% | 81% | 81% | 78% | 77% | 77% | |
| [2.60 - 3.00) | 59% | 71% | 61% | 54% | 56% | 53% | 52% | 58% | |

FY24 CEC SUMMARY

Snapshot as of 05.18.2023

| | Staff GenEd | Staff GenEd | Non-Staff Total | Faculty GenEd | Faculty GenEd | Non-Faculty Total | GenEd Total | Non-GenEd Total | Grand Total | Staff % of Total | Faculty % of Total |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|------------------|--------------------|
| FY24 Target Salary | \$ 47,763,716 | \$ 44,172,405 | \$ 91,936,121 | \$ 48,478,160 | \$ 23,963,002 | \$ 72,441,162 | \$ 96,241,876 | \$ 68,135,407 | \$ 164,377,282 | 55.93% | 44.07% |
| Pre-CEC Salary | \$ 42,030,925 | \$ 44,401,786 | \$ 86,432,711 | \$ 43,599,797 | \$ 22,577,863 | \$ 66,177,660 | \$ 85,630,722 | \$ 66,979,649 | \$ 152,610,371 | 56.64% | 43.36% |
| Across the Board Increase \$600 per 1 FTE | \$ 397,537 | \$ 475,568 | \$ 873,104 | \$ 286,895 | \$ 153,665 | \$ 440,559 | \$ 684,431 | \$ 629,232 | \$ 1,313,664 | 66.46% | 33.54% |
| Up to Minimum Classified/Exempt Minimums | \$ 120,725 | \$ 79,669 | \$ 200,394 | \$ - | \$ 1,336 | \$ 1,336 | \$ 120,725 | \$ 81,005 | \$ 201,730 | 99.34% | 0.66% |
| Up to 80% of Target | \$ 477,432 | \$ 189,625 | \$ 667,057 | \$ 102,019 | \$ 35,285 | \$ 137,304 | \$ 579,451 | \$ 224,910 | \$ 804,361 | 82.93% | 17.07% |
| Merit Pool Funds | \$ 506,427 | \$ - | \$ 506,427 | \$ 459,765 | \$ - | \$ 459,765 | \$ 966,192 | \$ - | \$ 966,192 | 52.41% | 47.59% |
| Promotion and Tenure Increments | \$ - | \$ - | \$ - | \$ 178,940 | \$ 272,283 | \$ 451,224 | \$ 178,940 | \$ 272,283 | \$ 451,224 | 0.00% | 100.00% |
| University-Wide CEC | \$ 1,502,120 | \$ 744,862 | \$ 2,246,982 | \$ 1,027,620 | \$ 462,568 | \$ 1,490,188 | \$ 2,529,740 | \$ 1,207,430 | \$ 3,737,171 | 60.13% | 39.87% |
| Additional Unit Funded Non-Merit | \$ 267,234 | \$ 667,503 | \$ 934,736 | \$ 185,654 | \$ 364,876 | \$ 550,530 | \$ 452,888 | \$ 1,032,379 | \$ 1,485,266 | 62.93% | 37.07% |
| Additional Unit-Funded Merit | \$ 74,262 | \$ 386,022 | \$ 460,284 | \$ 53,382 | \$ 260,589 | \$ 313,971 | \$ 127,644 | \$ 646,611 | \$ 774,255 | 59.45% | 40.55% |
| Additional Unit-Funded Increases | \$ 341,495 | \$ 1,053,525 | \$ 1,395,020 | \$ 239,036 | \$ 625,465 | \$ 864,501 | \$ 580,531 | \$ 1,678,989 | \$ 2,259,521 | 61.74% | 38.26% |
| Total CEC Investment in Salaries | \$ 1,843,616 | \$ 1,798,387 | \$ 3,642,002 | \$ 1,266,656 | \$ 1,088,033 | \$ 2,354,689 | \$ 3,110,272 | \$ 2,886,420 | \$ 5,996,691 | 60.73% | 39.27% |
| Final FY24 Base Salary | \$ 43,835,374 | \$ 46,240,342 | \$ 90,075,716 | \$ 44,955,370 | \$ 23,582,009 | \$ 68,537,379 | \$ 88,790,744 | \$ 69,822,350 | \$ 158,613,094 | 56.79% | 43.21% |
| Overall Increase in Salary over FY23 | 4.29% | 4.14% | 4.21% | 3.11% | 4.45% | 3.57% | 3.69% | 4.24% | 3.93% | | |
| Total Merit Increases (Pool + Unit Funds) | \$ 580,689 | \$ 386,022 | \$ 966,711 | \$ 513,148 | \$ 260,589 | \$ 773,736 | \$ 1,093,836 | \$ 646,611 | \$ 1,740,447 | 55.54% | 44.46% |
| Starting Average % of Target | | | 89.72% | | | 92.41% | | | 90.66% | | |
| Average Increase as % of Target | | | 3.87% | | | 3.34% | | | 3.69% | | |
| Final Average % of Target | | | 93.59% | | | 95.75% | | | 94.34% | | |
| # Eligible Employees | | | 1475 | | | 737 | | | 2,212 | 66.68% | 33.32% |
| # Employees Not Eligible for CEC | | | 112 | | | 27 | | | 139 | | |
| # Employees Brought up to 80% of Target | | | 184 | | | 41 | | | 225 | 81.78% | 18.22% |
| # Employees Receiving Merit | | | 507 34.4% | | | 340 46.1% | | | 847 38.3% | 59.86% | 40.14% |
| # Eligible Still Below 80% of Target Due to Funding | | | 14 | | | 2 | | | 16 | 87.50% | 12.50% |

Calculations do not include employees ineligible for CEC or the President (SBOE determines)

508: MICROELECTRONICS FABRICATION

In Workflow

1. 129 Chair (joel@uidaho.edu)
2. 08 Curriculum Committee Chair (gabriel@uidaho.edu)
3. 08 Dean (gabriel@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
12. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
13. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 07 Sep 2023 16:02:24 GMT
Joseph Law (joel): Approved for 129 Chair
2. Fri, 22 Sep 2023 16:10:59 GMT
Gabriel Potirniche (gabriel): Approved for 08 Curriculum Committee Chair
3. Fri, 22 Sep 2023 16:19:14 GMT
Suzanna Long (long): Approved for 08 Dean
4. Tue, 03 Oct 2023 00:36:27 GMT
Linda Lundgren (lindalundgren): Rollback to Initiator
5. Tue, 24 Oct 2023 19:38:37 GMT
Joseph Law (joel): Approved for 129 Chair
6. Tue, 24 Oct 2023 20:18:43 GMT
Gabriel Potirniche (gabriel): Approved for 08 Curriculum Committee Chair
7. Tue, 24 Oct 2023 20:19:30 GMT
Gabriel Potirniche (gabriel): Approved for 08 Dean
8. Sat, 04 Nov 2023 23:28:09 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
9. Thu, 21 Dec 2023 19:54:33 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Wed, 10 Jan 2024 19:44:56 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
11. Tue, 16 Jan 2024 20:11:08 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
12. Tue, 23 Jan 2024 18:49:38 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Wed, 04 Oct 2023 02:12:33 GMT

Viewing: 508 : Microelectronics Fabrication

Last edit: Tue, 23 Jan 2024 18:49:28 GMT

Changes proposed by: Feng Li

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|-------------------|
| Feng Li | fengli@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Engineering

Department/Unit:

Electrical & Computer Engr

Effective Catalog Year

2024-2025

Program Title

Microelectronics Fabrication

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

14.1099 - Electrical, Electronics and Communications Engineering, Other.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Curriculum:

All required coursework must be completed with a grade of C or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

| Code | Title | Hours |
|--|--|-------|
| ECE 465 | Introduction to Microelectronics Fabrication | 3 |
| Select one of the following: | | 3 |
| ECE 460 | Semiconductor Devices | |
| PHYS 464 | Solid State Physics | |
| Select two from the following (must be different from the core course chosen): | | 6-7 |
| CHE 455 | Surfaces and Colloids | |
| ECE 418 | Introduction to Electronic Packaging | |
| ECE 460 | Semiconductor Devices | |
| ME 458 | Finite Element Applications in Engineering | |

| | |
|----------|---------------------------------------|
| MSE 423 | Corrosion |
| MSE 432 | Fundamentals of Thin Film Fabrication |
| PHYS 411 | Advanced Physics Lab |
| PHYS 443 | Optics |
| PHYS 464 | Solid State Physics |
| STAT 301 | Probability and Statistics |

Total Hours

12-13

Courses to total 12 credits for this certificate

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. an ability to identify, formulate, and solve microelectronics fabrication problems by applying principles of engineering, science, and mathematics.
2. an ability to communicate effectively on topics related to microelectronics fabrication concepts and technologies with a range of audiences.
3. an ability to develop and conduct appropriate microelectronic fabrication experimentation, analyze and interpret data, and use engineering judgment to draw conclusions about microelectronics fabrication.

Overall, these learning outcomes demonstrate that students who have completed a certificate in microelectronics fabrication have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the microelectronics fabrication industry. The students are well-prepared to pursue further education or employment in the microelectronics fabrication field.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

The assessment process for the certification in microelectronics fabrication will involve regular course evaluations of the course syllabus and student work. This will provide the departments with insight into the students' knowledge in microelectronics fabrication and/or related fields. The summary of the course evaluation and student work will be shared with an outside entity, specifically a representative from the industry and electrical and computer engineering advisory board. The feedback from the industry partner and industry advisory board help in evaluating the students learning outcome and program component.

How will you ensure that the assessment findings will be used to improve the program?

Course syllabus and student evaluation will be reviewed each semester, and course content will be adjusted as necessary. The annual assessment feedback from the industry partner and department advisory boards will be reviewed by the departments, and the required refinement to the syllabus will be done on an annual basis. An important aspect of these classes is the ability of the students to learn about microelectronics fabrication related topics therefore, the content taught in the class will be evolving on an ongoing basis.

What direct and indirect measures will be used to assess student learning?

Exams, assignments, and/or class projects will be required for all the relevant classes and graded on a regular basis. In the selected required courses, an oral exam of the students will be required at the end of the class to evaluate student learning.

When will assessment activities occur and at what frequency?

The size and scope of this program dictate that we will collect the assessment data during the courses and the survey data each semester. Every fall semester, the departments and curriculum committees will evaluate the students' assessment, industry partners, and advisory boards feedback and take corrective actions if necessary.

Student Learning Outcomes**Learning Objectives**

1. an ability to identify, formulate, and solve microelectronics fabrication problems by applying principles of engineering, science, and mathematics.
2. an ability to communicate effectively on topics related to microelectronics fabrication concepts and technologies with a range of audiences.
3. an ability to develop and conduct appropriate microelectronic fabrication experimentation, analyze and interpret data, and use engineering judgment to draw conclusions about microelectronics fabrication.

Overall, these learning outcomes demonstrate that students who have completed a certificate in microelectronics fabrication have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the microelectronics fabrication industry. The students are well-prepared to pursue further education or employment in the microelectronics fabrication field.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The certificate in microelectronics fabrication is designed to provide students with specialized knowledge and skills in the field of microelectronics fabrication. This certificate program is intended to prepare students for careers in the microelectronics fabrication industry or related fields, as well as future graduate studies in the field of microelectronics fabrication.

The departments currently offer these proposed courses required for the microelectronics fabrication certificate, and these courses already have the required materials needed for the certification. Furthermore, we plan to add extra emphasis to microelectronics fabrication-related topics in the homework assignments, class example problems, and discussion sessions to elucidate design and engineering principles in the microelectronics fabrication and related fields. Therefore, we anticipate that the proposed certificate program will not add additional workload to the departments.

Supporting Documents

508 Program Description.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Mon, 02 Oct 2023 17:31:39 GMT): 10/2/23: Per Dr. Li, the answer to self-support is no, so I changed the answer from yes to no.

Linda Lundgren (lindalundgren) (Mon, 02 Oct 2023 18:11:31 GMT): 5/2/23: LL uploaded program description emailed to her by Dr. Li.

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 00:36:05 GMT): 10/2/23: Rolled back to Dr. Li to correct student learning outcomes so they match.

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 00:36:28 GMT): Rollback: Dr. Li: Please correct student learning outcomes so that they match. Linda Lundgren

Rebecca Frost (rfrost) (Thu, 21 Dec 2023 19:54:27 GMT): Curriculum edited to catalog format. Original entry will need to be removed upon format confirmation.

Key: 508

Program Description

Microelectronics Fabrication

This certificate ensures undergraduate senior students know the basic microelectronic device structures and fabrication processes. This certificate is open to undergraduate students in Electrical Engineering, Computer Engineering, Mechanical Engineering, Chemical Engineering, Physics, and other related disciplines.

549: MASTER OF SCIENCE IN GERONTOLOGY

In Workflow

1. 276 Chair (mcmurtry@uidaho.edu)
2. 20 Curriculum Committee Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
3. 20 Dean (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Post-UCC Registrar (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
14. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
15. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Thu, 12 Oct 2023 20:47:25 GMT
Tyler Bland (tbland): Approved for 471 Chair
2. Thu, 12 Oct 2023 21:53:27 GMT
Jeffrey Seegmiller (jeffreys): Approved for 22 Curriculum Committee Chair
3. Thu, 12 Oct 2023 21:53:50 GMT
Jeffrey Seegmiller (jeffreys): Approved for 22 Dean
4. Fri, 13 Oct 2023 00:19:48 GMT
Linda Lundgren (lindalundgren): Rollback to 22 Dean for Provost's Office
5. Fri, 13 Oct 2023 15:08:33 GMT
Sydney Beal (sbeal): Rollback to 471 Chair for 22 Dean
6. Fri, 13 Oct 2023 15:33:05 GMT
Tyler Bland (tbland): Rollback to Initiator
7. Fri, 13 Oct 2023 16:40:09 GMT
Sydney Beal (sbeal): Approved for 471 Chair
8. Fri, 13 Oct 2023 16:40:20 GMT
Sydney Beal (sbeal): Approved for 22 Curriculum Committee Chair
9. Fri, 13 Oct 2023 16:40:26 GMT
Sydney Beal (sbeal): Approved for 22 Dean
10. Fri, 27 Oct 2023 22:15:09 GMT
Linda Lundgren (lindalundgren): Rollback to 471 Chair for Provost's Office
11. Mon, 30 Oct 2023 15:28:03 GMT
Tyler Bland (tbland): Approved for 471 Chair
12. Mon, 30 Oct 2023 19:19:31 GMT
Jeffrey Seegmiller (jeffreys): Rollback to 471 Chair for 22 Curriculum Committee Chair
13. Mon, 30 Oct 2023 19:22:28 GMT
Tyler Bland (tbland): Approved for 471 Chair
14. Mon, 30 Oct 2023 19:24:27 GMT
Jeffrey Seegmiller (jeffreys): Rollback to 471 Chair for 22 Curriculum Committee Chair
15. Mon, 30 Oct 2023 19:25:28 GMT
Tyler Bland (tbland): Rollback to Initiator
16. Thu, 07 Dec 2023 18:07:29 GMT
Jerry McMurtry (mcmurtry): Approved for 276 Chair
17. Thu, 07 Dec 2023 18:09:14 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Curriculum Committee Chair
18. Thu, 07 Dec 2023 18:24:55 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Dean
19. Sat, 09 Dec 2023 01:28:09 GMT

- Gwen Gorzelsky (gwen): Approved for Provost's Office
20. Thu, 21 Dec 2023 20:04:32 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
 21. Thu, 21 Dec 2023 20:31:32 GMT
Jerry McMurtry (mcmurtry): Approved for Graduate Council Chair
 22. Tue, 16 Jan 2024 21:09:54 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
 23. Wed, 17 Jan 2024 16:16:41 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
 24. Tue, 23 Jan 2024 22:44:56 GMT
Sydney Beal (sbeal): Approved for UCC
 25. Thu, 25 Jan 2024 16:54:14 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Program Proposal

Date Submitted: Thu, 07 Dec 2023 18:06:56 GMT

Viewing: 549 : Master of Science in Gerontology

Last edit: Thu, 25 Jan 2024 16:34:31 GMT

Changes proposed by: Whitney Vincent

Faculty Contact

| Faculty Name | Faculty Email |
|-----------------------|--------------------|
| Thomas J. Farrer, PhD | tfarrer@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Graduate

College

Graduate Studies

Department/Unit:

Graduate Studies

Effective Catalog Year

2025-2026

Program Title

Master of Science in Gerontology

Degree Type

Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

30

Attach Program Change

Gerontology_Budget-Proposal-Form_final_9-16-2021-1 (1).xlsx
SBOE Gerontology-Proposal_Form_FINAL.pdf

CIP Code

30.1101 - Gerontology.

Will the program be Self-Support?

Yes

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form**Describe the financial impact**

Based on feedback from policymakers and Idaho business leaders, our request is dedicated to addressing healthcare workforce needs associated with the aging population, one of the most pressing issues the state is facing today. We acknowledge the importance of flexibility to adapt to evolving challenges and workforce needs of the future.

The primary beneficiaries, if this program request is granted, are the individuals and communities who will be served by these future gerontologists. Thus, the impact could encompass all of Idaho.

Curriculum:

1. Required:

- a. GERO 5xx: Theoretic foundations and introduction to gerontology: Examines historical developments of the field of gerontology from a multidisciplinary perspective and how gerontology fits into the health and social service landscape. Introduction to theories and critical issues of aging.
- b. GERO 5xx: Research methods in Gerontology: research, data analysis, research report. Subject matter will include ethics, sampling, reliability and validity, hypothesis testing, study designs, dissemination of research findings, and critical appraisal of research, with a central requirement of designing and writing a study proposal.
- c. GERO 6xx: Biological aspects of Aging: Theory and science of senescence and longevity, focusing on normal aging versus pathological changes to health status in the aging processes.
- d. GERO 6xx: Mental and Cognitive health in aging: Covers the complex topic of psychological health in aging, evidence-based interventions (first half of term) as well as cognitive aging and dementia (second half of term).
- e. GERO 6xx: Health promotion and preventative care in aging: Founded on principles of health education and promotion, the course covers evidence-based factors that reduce age-related injuries and illnesses and how to promote behavioral change, focusing on maximizing quality of life.
- f. GERO 6xx: Diversity and ethics in aging: This course covers a wide range of topics related to culture and diversity, focusing on social determinants of health, health culture in aging, historical factors that have shaped culture and diversity in the aging US population, and covers rights and safety of vulnerable populations (ADA law and other elder law principles).
- g. GERO 6xx: Integrative Capstone: Requires a faculty sponsor to direct a capstone project. This may include a service-based project, program development or review, research experience, and another field experience as appropriate and approved by the faculty sponsor. Students will demonstrate the integration of gerontology content from didactics.

2. Electives:

- a. GERO 6xx: Community-Engagement and Leisure Arts in Aging: Interdisciplinary approaches to recreational therapy and leisure accessibility in aging and how engagement promotes physical and mental health in aging.
- b. GERO 6xx: The Business of Geriatric Care Management: Reviews business and ethical fundamentals of geriatric care management across multiple levels of care, from independent living communities to intensive long-term care models.
- c. GERO 6xx: Program Development and Evaluation for Aging: Examine components of successful program development, implementation science, identification of and involvement of stakeholders, fundraising, grant writing, and the processes of evaluation program outcomes.
- d. Rural Health and Aging: Survey course of the application of healthy aging and health intervention limitations in rural settings.
- e. Seminar on Aging in the Arts: How aging is accurately and inaccurately depicted in media and arts.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Online Only

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Learning outcomes are structured based on the Academy for Gerontology in Higher Education (AGHE) expected competencies in gerontology. These profession-wide competencies are expected of all graduates and are partially demonstrated via:

- Coursework: Students will obtain a grade of B or higher.
- Other didactics: Capstone Project in gerontology

The AGHE offers competencies for graduate-level education in gerontology in three categories. These include the following:

1. Category 1 - Core competencies (expected of all programs)
 - a. Frameworks for understanding human aging (e.g., developmental perspectives).
 - b. Biological aspects of aging.
 - c. Psychological aspects of aging.
 - d. Social aspects of aging.
 - e. The humanities and aging
 - f. Research and Critical Thinking.
2. Category 2 - Interactional Competencies (should be broadly represented):
 - a. Attitudes and perspectives: Developing a gerontological perspective
 - b. Ethics and Professional Standards
 - c. Communication with and on behalf of older persons.
 - d. Interdisciplinary and community collaboration
3. Category 3 – Contextual Competencies Across Fields of Gerontology
 - a. Well-being, health and mental health.
 - b. Social Health
 - c. Program/service development
 - d. Arts and Humanities
 - e. Business and finances
 - f. Policy
 - g. Research, application, and evaluation

Based on these competencies, student learning outcomes will include the following:

- Students will be able to identify and explain developmental perspectives associated with aging.
- Students will be able to compare and contrast biological and psychosocial aspects of aging and apply this knowledge in health and human service settings to have a positive impact on the health of older adults.
- Develop comprehensive and meaningful concepts, definitions, and measures for well-being of older adults.
- Students will be able to critically analyze ethical and professional standards in gerontology.
- Students will demonstrate effective communication skills through their interactions with older adults and they will demonstrate knowledge of community resources related to the health and well-being of older adults.
- Develop a gerontological perspective through knowledge and self-reflection as achieved through class discussions and group assignments.
- Students will demonstrate the ability to collaborate with others to promote integrated approaches to aging. Achieved via class work, group projects, and capstone projects.
- Students will promote quality of life among older adults. They will also promote older individual's strengths to maximize well-being, health, and mental health, including promoting engagement in the arts and the community.
- Students will demonstrate knowledge of the science of gerontology via class work on research methods and via writing projects that require integration of empirical literature. The capstone project may include a research project.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

To evaluate how well students are achieving the intended learning outcomes, the following assessment processes will be employed:

1. Examinations and Quizzes: Regular assessments will include written examinations and quizzes to evaluate knowledge acquisition and critical thinking skills.
2. Clinical Skills Assessment: Clinical skills will be assessed through direct observation, practical examinations, and skills checklists during clinical rotations.
3. Case Studies and Care Plans: Students will complete case studies and care plans to demonstrate their ability to apply theoretical knowledge to real-world patient care scenarios.
4. Reflective Journals and Portfolios: Students will maintain reflective journals and e-portfolios, providing insights into their personal and professional growth.
5. Peer and Self-Assessment: Peer evaluations and self-assessment will be incorporated for group projects and personal reflection on skills development.

How will you ensure that the assessment findings will be used to improve the program?

1. Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.
2. Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.
3. Faculty Development: Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement.
4. Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

What direct and indirect measures will be used to assess student learning?

Direct measures include examinations, skills assessments, case studies, and practical evaluations. Indirect measures include student surveys, feedback from instructors, and analysis of retention and graduation rates.

When will assessment activities occur and at what frequency?

Assessment activities will occur throughout the program at various frequencies:

- Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.
- Summative assessments (midterm, final examinations) will occur at the end of relevant courses and following year one and year two. Alumni and industry surveys will be completed two years following graduation.
- Clinical skills assessments and evaluations will be conducted during clinical rotations.
- Case studies, care plans, and projects will be assigned periodically.

Student Learning Outcomes

Learning Objectives

Learning outcomes are structured based on the Academy for Gerontology in Higher Education (AGHE) expected competencies in gerontology.

These profession-wide competencies are expected of all graduates and are partially demonstrated via:

- Coursework: Students will obtain a grade of B or higher.
- Other didactics: Capstone Project in gerontology

The AGHE offers competencies for graduate-level education in gerontology in three categories. These include the following:

1. Category 1 - Core competencies (expected of all programs)
 - a. Frameworks for understanding human aging (e.g., developmental perspectives).
 - b. Biological aspects of aging.
 - c. Psychological aspects of aging.
 - d. Social aspects of aging.
 - e. The humanities and aging
 - f. Research and Critical Thinking.
2. Category 2 - Interactional Competencies (should be broadly represented):
 - a. Attitudes and perspectives: Developing a gerontological perspective
 - b. Ethics and Professional Standards
 - c. Communication with and on behalf of older persons.
 - d. Interdisciplinary and community collaboration
3. Category 3 – Contextual Competencies Across Fields of Gerontology
 - a. Well-being, health and mental health.
 - b. Social Health
 - c. Program/service development

- d. Arts and Humanities
- e. Business and finances
- f. Policy
- g. Research, application, and evaluation

Based on these competencies, student learning outcomes will include the following:

- Students will be able to identify and explain developmental perspectives associated with aging.
- Students will be able to compare and contrast biological and psychosocial aspects of aging and apply this knowledge in health and human service settings to have a positive impact on the health of older adults.
- Develop comprehensive and meaningful concepts, definitions, and measures for the well-being of older adults.
- Students will be able to critically analyze ethical and professional standards in gerontology.
- Students will demonstrate effective communication skills through their interactions with older adults and they will demonstrate knowledge of community resources related to the health and well-being of older adults.
- Develop a gerontological perspective through knowledge and self-reflection as achieved through class discussions and group assignments.
- Students will demonstrate the ability to collaborate with others to promote integrated approaches to aging. Achieved via class work, group projects, and capstone projects.
- Students will promote quality of life among older adults. They will also promote older individual's strengths to maximize well-being, health, and mental health, including promoting engagement in the arts and the community.
- Students will demonstrate knowledge of the science of gerontology via class work on research methods and via writing projects that require integration of empirical literature. The capstone project may include a research project.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

Please refer to Section 2 on the attached State Board of Education Form

Supporting Documents

549 Program Description.pdf
Org Chart_Health Professions_COGS_SHAMP.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Fri, 13 Oct 2023 00:19:48 GMT): Rollback: Please correct student learning outcomes so both boxes match. Email sent to Dr. Farrer on 10/12/23 re: the Student Learning Outcomes.

Sydney Beal (sbeal) (Fri, 13 Oct 2023 15:08:33 GMT): Rollback: Rollback per request of Linda Lundgren for learning outcome corrections

Tyler Bland (tbland) (Fri, 13 Oct 2023 15:33:05 GMT): Rollback: Corrections

Linda Lundgren (lindalundgren) (Fri, 13 Oct 2023 16:57:18 GMT): 10/13/23: LL uploaded program description.

Linda Lundgren (lindalundgren) (Fri, 27 Oct 2023 16:35:05 GMT): LL rolled back to department for corrections. Emailed Dr. Farrer on 10/27/23 at 9:23 am noting corrections that need to be made to the Full Proposal and CIM.

Linda Lundgren (lindalundgren) (Fri, 27 Oct 2023 22:15:09 GMT): Rollback: Rolling back for corrections emailed to Dr. Farrer on 10/27/23.

Jeffrey Seegmiller (jeffreys) (Mon, 30 Oct 2023 19:19:31 GMT): Rollback: Make requested changes

Jeffrey Seegmiller (jeffreys) (Mon, 30 Oct 2023 19:24:27 GMT): Rollback: Change

Tyler Bland (tbland) (Mon, 30 Oct 2023 19:25:29 GMT): Rollback: Correction

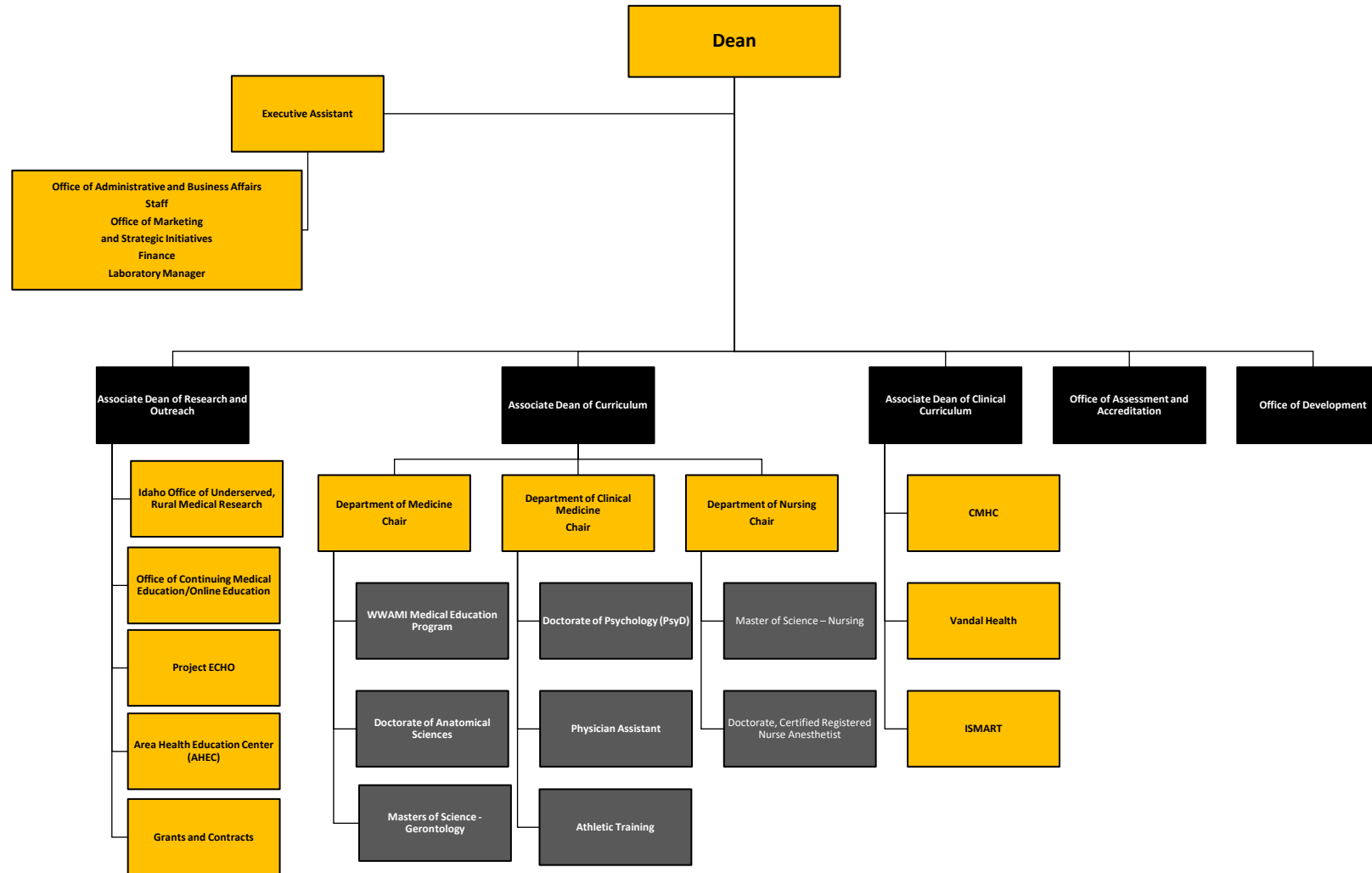
Sydney Beal (sbeal) (Tue, 23 Jan 2024 22:44:54 GMT): Approved at UCC pending the successful approval of the associated coursework

Key: 549

549 Program Description:

The MS in Gerontology prepares students for the scientific study of aging from a biopsychosocial perspective, including adult development, healthy aging, biological aspects of aging, social and emotional function in aging, and economic and policy factors related to aging.

School of Health and Medical Professions



551: DIRECT-ENTRY DOCTOR OF NURSING PRACTICE - NURSE ANESTHESIA

In Workflow

1. 276 Chair (mcmurtry@uidaho.edu)
2. 20 Curriculum Committee Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
3. 20 Dean (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Post-UCC Registrar (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
14. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
15. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Tue, 17 Oct 2023 15:25:36 GMT
Tyler Bland (tbland): Approved for 471 Chair
2. Mon, 30 Oct 2023 19:20:33 GMT
Jeffrey Seegmiller (jeffreys): Rollback to 471 Chair for 22 Curriculum Committee Chair
3. Mon, 30 Oct 2023 19:22:24 GMT
Tyler Bland (tbland): Approved for 471 Chair
4. Mon, 30 Oct 2023 19:24:36 GMT
Jeffrey Seegmiller (jeffreys): Rollback to 471 Chair for 22 Curriculum Committee Chair
5. Mon, 30 Oct 2023 19:25:20 GMT
Tyler Bland (tbland): Rollback to Initiator
6. Wed, 06 Dec 2023 23:20:35 GMT
Jerry McMurtry (mcmurtry): Approved for 276 Chair
7. Wed, 06 Dec 2023 23:31:46 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Curriculum Committee Chair
8. Thu, 07 Dec 2023 17:20:58 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Dean
9. Tue, 12 Dec 2023 16:48:04 GMT
Sydney Beal (sbeal): Rollback to Initiator
10. Tue, 12 Dec 2023 20:08:35 GMT
Jerry McMurtry (mcmurtry): Approved for 276 Chair
11. Tue, 12 Dec 2023 20:29:33 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Curriculum Committee Chair
12. Tue, 12 Dec 2023 20:33:55 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Dean
13. Wed, 13 Dec 2023 21:49:32 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
14. Thu, 21 Dec 2023 20:05:06 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
15. Thu, 21 Dec 2023 20:31:26 GMT
Jerry McMurtry (mcmurtry): Approved for Graduate Council Chair
16. Tue, 16 Jan 2024 21:12:15 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
17. Wed, 17 Jan 2024 16:16:45 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
18. Tue, 23 Jan 2024 22:46:04 GMT

Sydney Beal (sbeal): Approved for UCC

19. Thu, 25 Jan 2024 21:48:17 GMT

Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Program Proposal

Date Submitted: Tue, 12 Dec 2023 20:08:06 GMT

Viewing: 551 : Direct-Entry Doctor of Nursing Practice - Nurse Anesthesia

Last edit: Thu, 25 Jan 2024 21:49:25 GMT

Changes proposed by: Whitney Vincent

Faculty Contact

| Faculty Name | Faculty Email |
|---------------|---------------------|
| Russell Baker | russellb@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

Yes

Academic Level

Graduate

College

Graduate Studies

Department/Unit:

Graduate Studies

Effective Catalog Year

2025-2026

Program Title

Direct-Entry Doctor of Nursing Practice - Nurse Anesthesia

Degree Type

Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

99

Attach Program Change

Academic_Degree_and_Certificate_Full-Proposal_Form_FINAL_Entry CRNA.pdf

CIP Code

51.3804 - Nurse Anesthetist.

Will the program be Self-Support?

Yes

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

Yes

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Greater than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

The direct-entry Doctor of Nursing Practice -Nurse Anesthesia (DNP-NA) is a newly proposed graduate program designed to prepare students to become Certified Registered Nurse Anesthetists (CRNAs). The DNP-NA program is an independent program and will be housed in the College of Graduate Studies at the University of Idaho. A School of Health and Medical Professions is currently being created and processed to eventually house these health care programs, under the College of Graduate Studies. Based on feedback from policymakers and Idaho business leaders, our request is dedicated to addressing healthcare workforce needs, one of the most pressing issues the state is facing today. We acknowledge the importance of flexibility to adapt to evolving challenges and workforce needs of the future. The primary beneficiaries, if this program request is granted, are the individuals and communities who will be served by these future healthcare providers. Thus, the impact could encompass all of Idaho.

Curriculum:

See Attached SBOE Document

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Learning Objectives:

- o Integrate the chemistry and pharmacology of anesthesia and adjunct drugs and discuss pharmacokinetics and pharmacodynamics of the drugs.
- o Recognize chemical structures of anesthesia and adjunct drugs and make lateral applications based upon drug profiles and kinetics.
- o Discuss the normal physiology and anatomy of the central nervous system, respiratory system, cardiac/circulatory system, renal system, endocrine system, and digestive system.
- o Identify and explain the pathophysiologic conditions that occur in systems and make application in the administration of anesthesia.
- o Discuss the special considerations, anatomical and physiologic difference in neonates, infants, and children and apply the information in the administration of anesthesia to infants and children.
- o Discuss the normal physiologic changes of pregnancy, the physiologic changes in disease/high risk states in pregnancy and apply the information in the administration of anesthesia to the parturient for delivery and surgical conditions not resulting in delivery.
- o Explain the pathophysiology of common congenital heart diseases, coronary artery disease, and adult valvular heart disease.
- o Develop anesthesia care plans and administer anesthesia for open heart procedures, closed heart procedures, and anesthesia for the cardiac patient having noncardiac surgery, applying physiological and pharmacological principles.
- o Identify the special considerations, physiologic and pharmacologic profile changes of the geriatric (chronologic or physiologic) patient.
- o Identify the anatomy necessary to safely administer regional anesthesia (lumbar epidural, subarachnoid, IV regional and limited peripheral nerve blocks).
- o Develop care plans for regional anesthesia and combined general and regional anesthesia applying physiological and pharmacological principles.
- o Design and conduct a research project and implement Capstone projects.

- o Analyze and discuss the various components of organizational leadership including leadership styles, communication, planning, staffing, budgeting and evaluation.
- o Analyze and critique a variety of ethical issues related to anesthesia and the medical setting.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Student success in achieving the intended learning outcomes of the program will be monitored throughout the program's didactic and clinical phases. The program's faculty and clinical preceptors will evaluate students through a variety of assessment tools, including but not limited to multiple choice examinations, collaborative group projects, objective structured clinical examinations (OSCEs), and clinical performance evaluations.

How will you ensure that the assessment findings will be used to improve the program?

Assessment findings will be used in compliance with external program accreditation requirements to ensure program-self-study and improvement is occurring regularly. Student board exam performance and external accreditation requirements will be assessed annually to examine program performance.

What direct and indirect measures will be used to assess student learning?

- o Examinations and Quizzes
- o Clinical Skills Assessment
- o Case Studies and Care Plans
- o Reflective Journals and Portfolios.
- o Preceptor, Peer, and Self-Assessment
- o Board Examination

When will assessment activities occur and at what frequency?

- o Assessment findings will be used for continuous program improvement through the following mechanisms:
- o Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.
- o Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.
- o Faculty Development: Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement.
- o Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.
- o Assessment Activity Timing (assessment activities will occur throughout the program at various frequencies):
- o Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.
- o Summative assessments (midterm, final examinations) will occur at the end of relevant courses and following year one and year two. Alumni and industry surveys will be completed two years following graduation.
- o Clinical skills assessments and evaluations will be conducted during clinical rotations.
- o Case studies, care plans, and projects will be assigned periodically.

Student Learning Outcomes

Learning Objectives

- Learning Objectives:
 - Integrate the chemistry and pharmacology of anesthesia and adjunct drugs and discuss pharmacokinetics and pharmacodynamics of the drugs.
 - Recognize chemical structures of anesthesia and adjunct drugs and make lateral applications based upon drug profiles and kinetics.
 - Discuss the normal physiology and anatomy of the central nervous system, respiratory system, cardiac/circulatory system, renal system, endocrine system, and digestive system.
 - Identify and explain the pathophysiologic conditions that occur in systems and make application in the administration of anesthesia.
 - Discuss the special considerations, anatomical and physiologic difference in neonates, infants, and children and apply the information in the administration of anesthesia to infants and children.
 - Discuss the normal physiologic changes of pregnancy, the physiologic changes in disease/high risk states in pregnancy and apply the information in the administration of anesthesia to the parturient for delivery and surgical conditions not resulting in delivery.
 - Explain the pathophysiology of common congenital heart diseases, coronary artery disease, and adult valvular heart disease.
 - Develop anesthesia care plans and administer anesthesia for open heart procedures, closed heart procedures, and anesthesia for the cardiac patient having noncardiac surgery, applying physiological and pharmacological principles.
 - Identify the special considerations, physiologic and pharmacologic profile changes of the geriatric (chronologic or physiologic) patient.
 - Identify the anatomy necessary to safely administer regional anesthesia (lumbar epidural, subarachnoid, IV regional and limited peripheral nerve blocks).

- Develop care plans for regional anesthesia and combined general and regional anesthesia applying physiological and pharmacological principles.
- Design and conduct a research project and implement Capstone projects.
- Analyze and discuss the various components of organizational leadership including leadership styles, communication, planning, staffing, budgeting and evaluation.
- Analyze and critique a variety of ethical issues related to anesthesia and the medical setting.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

Certified Registered Nurse Anesthetists is a growing field, ranked as the #8 in best-paying jobs, #10 in healthcare jobs, #12 in STEM jobs, and #25 in overall jobs by US News and World Report. The Bureau of Labor Statistics estimates the 2022-2032 job outlook to increase by 38% for advanced nursing degrees, much faster than average, which includes faster than national average increases for advanced practice CRNAs. Specifically, North Idaho projections are for a 27.5% increase for CRNAs by 2030, with similar job growth expectations for the rest of Idaho. The Idaho Department of Labor projects 60 new CRNA openings per year in Idaho over this timeframe.

In Idaho's current situation, the nurse population clusters around the largest city in Idaho Public Health Districts, with significant migration of nurses away from Idaho rural communities to either the one large town in their district or to the Treasure Valley (Boise/Meridian/Nampa), with the largest migration to Ada and Canyon counties over the past several years. Further, self-reported data from Idaho CRNAs indicates that nearly 25% of CRNAs work part-time, which necessitates a greater number of CRNAs to meet the needs of our state, and it is expected that nearly 20% of Idaho CRNA workforce will retire (i.e., 55 or older) in the next 10 years. The migration of nurses away from rural communities, lack of CRNAs, and overall healthcare provider shortages in Idaho exacerbates the need for an increase in CRNAs in Idaho. This can be seen in self-report data that indicates that nearly 25% of Idaho CRNAs report that CRNAs are the only anesthesia providers in their community, and that some communities only have one CRNA as the sole anesthesia provider available in a rural community.

Thus, there is a great need to train and prepare CRNAs in Idaho to work in Idaho's rural communities. Currently, there are no other CRNA programs in Idaho (the closest CRNA program is at Gonzaga University); thus, 100% of Idaho CRNAs received their education outside of Idaho (84% at master's degree level). With only one reported doctoral trained CRNA in Idaho, and the upcoming shift to required doctoral preparation for entry-level CRNAs in 2025, it is important for Idaho to develop an advanced practice entry-to-practice CRNA program in Idaho. The development of an advanced practice entry-to-practice CRNA program in Idaho will aid in the development of a CRNA workforce to meet the needs of Idahoans.

Supporting Documents

Org Chart_Health Professions_COGS_SHAMP.pdf
Budget-Proposal-Form_final_9-16-2021_CRNA.xlsx

Reviewer Comments

Jeffrey Seegmiller (jeffreys) (Mon, 30 Oct 2023 19:20:33 GMT): Rollback: MAKE CHANGES

Jeffrey Seegmiller (jeffreys) (Mon, 30 Oct 2023 19:24:36 GMT): Rollback: Change

Tyler Bland (tbland) (Mon, 30 Oct 2023 19:25:20 GMT): Rollback: Correction

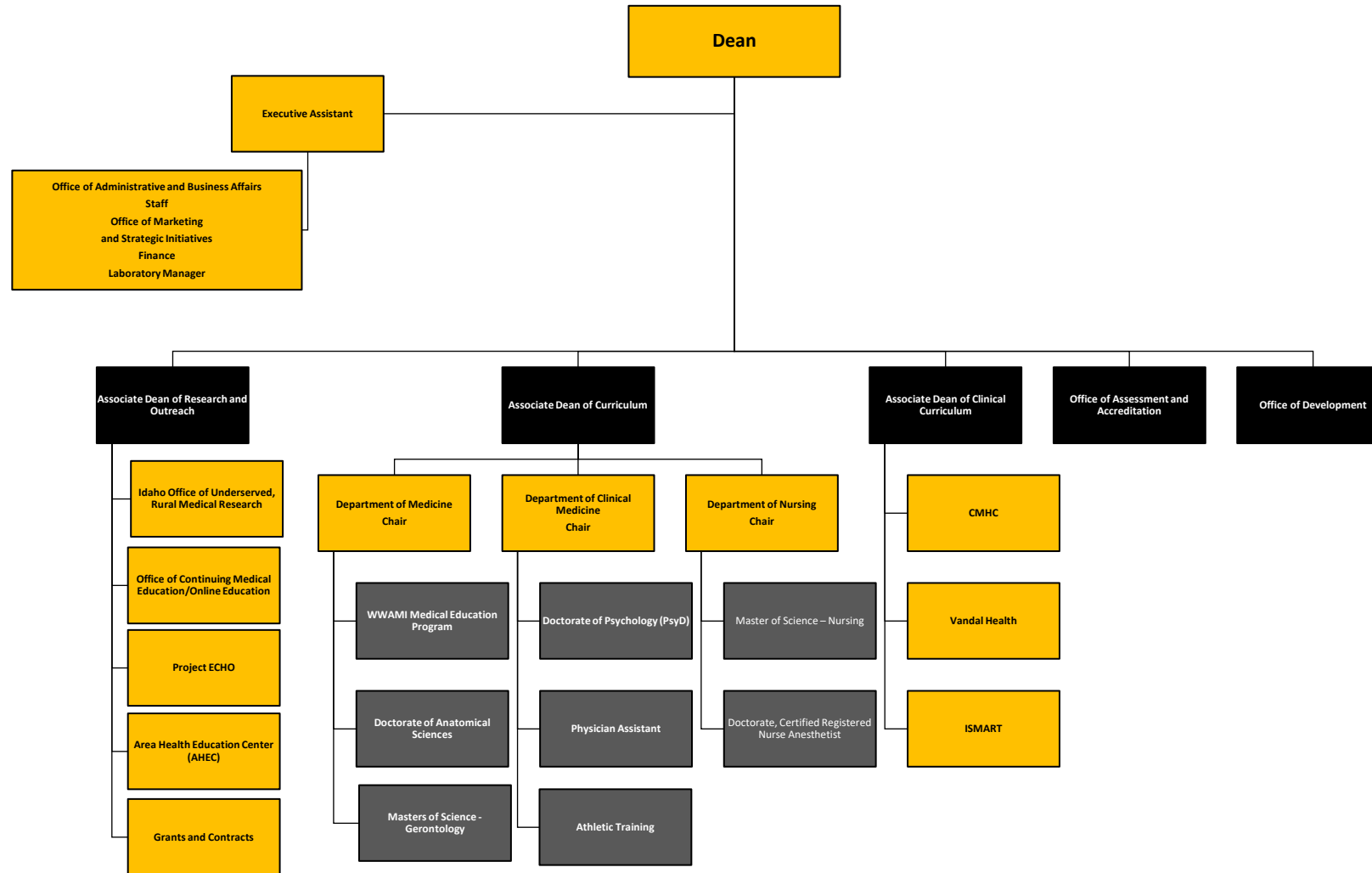
Ken Udas (kudas) (Tue, 12 Dec 2023 16:17:41 GMT): - I would like to confirm that this proposal does not entail a request for funding outside of the academic unit. - It is indicated that an Online Fee will be assessed and that the program will be less than 50% delivered at distance. Is this correct? - It is indicated that the the program can be completed at Coeur d'Alene, Moscow, and Online Only. Is this accurate?

Sydney Beal (sbeal) (Tue, 12 Dec 2023 16:48:04 GMT): Rollback: Rolled back per request

Sydney Beal (sbeal) (Tue, 23 Jan 2024 22:46:01 GMT): Approved at UCC pending the successful approval of the associated coursework

Key: 551

School of Health and Medical Professions



Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

| | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | | <u>FY 29</u> | |
|-------------------------|--------------|-----------|--------------|-----------|--------------|---------|--------------|-----------|
| | FTE | Headcount | FTE | Headcount | FTE | Headcou | FTE | Headcount |
| A. New enrollments | | 10 | | 15 | | 20 | | 20 |
| B. Shifting enrollments | | | | | | | | |
| Total Enrollment | 0 | 10 | 0 | 25 | 0 | 45 | 0 | 55 |

II. REVENUE

| | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | | <u>FY 29</u> | |
|--|--------------|--------------|----------------|--------------|----------------|----------|----------------|----------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. New Appropriated Funding Request | | | | | | | | |
| 2. Institution Funds | \$422,600.00 | \$250,000.00 | | \$250,000.00 | | | | |
| 3. Federal | | | | | | | | |
| 4. New Tuition Revenues from Increased Enrollments | \$400,000.00 | | \$1,000,000.00 | | \$4,500,000.00 | | \$5,500,000.00 | |
| 5. Student Fees | | | | | | | | |
| 6. Other (i.e., Gifts) | | | | | | | | |
| Total Revenue | \$822,600 | \$250,000 | \$1,000,000 | \$250,000 | \$4,500,000 | \$0 | \$5,500,000.00 | \$0 |

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

| | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | | <u>FY 29</u> | |
|--------------------------------------|------------------|------------|------------------|------------|------------------|------------|--------------------|------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Personnel Costs | | | | | | | | |
| 1. FTE | 5.5 | | 5.5 | | 6.5 | | 7.5 | |
| 2. Faculty | \$240,000.00 | | \$240,000.00 | | \$360,000.00 | | \$480,000.00 | |
| 3. Adjunct Faculty | | | 24000 | | 48000 | | 72000 | |
| 4. Graduate/Undergrad Assista | | | | | | | | |
| 5. Research Personnel | | | | | | | | |
| 6. Directors/Administrators | 275000 | | 275000 | | 275000 | | 275000 | |
| 7. Administrative Support Persc | 115000 | | 115000 | | 115100 | | 115100 | |
| 8. Fringe Benefits | 102600 | | 104592 | | 125684 | | 146776 | |
| 9. Other: | | | | | | | | |
| Total Personnel and Costs | \$732,600 | \$0 | \$758,592 | \$0 | \$923,784 | \$0 | \$1,088,876 | \$0 |

| | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | | <u>FY 29</u> | |
|--|-----------------|------------|-----------------|------------|-----------------|------------|------------------|------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| B. Operating Expenditures | | | | | | | | |
| 1. Travel | \$20,000.00 | | \$20,000.00 | | \$20,000.00 | | \$20,000.00 | |
| 2. Professional Services | \$10,000.00 | | \$10,000.00 | | \$15,000.00 | | \$20,000.00 | |
| 3. Other Services | | | | | | | | |
| 4. Communications | \$20,000.00 | | \$20,000.00 | | \$20,000.00 | | \$20,000.00 | |
| 5. Materials and Supplies | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | |
| 6. Rentals | | | | | | | | |
| 7. Materials & Goods for Manufacture & Resale | | | | | | | | |
| 8. Miscellaneous | \$15,000.00 | | \$15,000.00 | | \$15,000.00 | | \$15,000.00 | |
| Total Operating Expenditures | \$90,000 | \$0 | \$90,000 | \$0 | \$95,000 | \$0 | \$100,000 | \$0 |

| | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | | <u>FY 29</u> | |
|-----------------------------|--------------|------------------|-----------------|------------------|-----------------|------------|-----------------|------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| C. Capital Outlay | | | | | | | | |
| 1. Library Resources | | | | | | | | |
| 2. Equipment | | \$250,000.00 | \$25,000.00 | \$250,000.00 | \$25,000.00 | | \$25,000.00 | |
| Total Capital Outlay | \$0 | \$250,000 | \$25,000 | \$250,000 | \$25,000 | \$0 | \$25,000 | \$0 |

| | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | | <u>FY 29</u> | |
|---|--------------|-----------|--------------|-----------|--------------|----------|--------------|----------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| D. Capital Facilities Construction or Major Renovation | | | | | | | | |
| E. Other Costs | | | | | | | | |
| Utilites | | | | | | | | |
| Maintenance & Repairs | | | | | | | | |
| Other | | | | | | | | |
| Total Other Costs | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL EXPENDITURES: | \$822,600 | \$250,000 | \$873,592 | \$250,000 | \$1,043,784 | \$0 | \$1,213,876 | \$0 |
| Net Income (Defici | \$0 | \$0 | \$126,408 | \$0 | \$3,456,216 | \$0 | \$4,286,124 | \$0 |

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

| | |
|--------|---|
| I.A.B. | 10 students in the first year and a 5 student increase in cohort size each subsequent year. |
| III.B | Conference travel for professional development; professional services; program communciations; accreditation costs; program supplies. |
| III.C | Training equipment and simulation equipment purchases; subsequent upgrades and maintenance. |
| | |
| | |
| | |
| | |
| | |
| | |

540: DIRECT-ENTRY MASTER OF SCIENCE IN NURSING

In Workflow

1. 276 Chair (mcmurtry@uidaho.edu)
2. 20 Curriculum Committee Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
3. 20 Dean (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
4. Whitney Vincent (wvincent@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Post-UCC Registrar (none)
12. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
13. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
15. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
16. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Mon, 09 Oct 2023 21:55:22 GMT
Tyler Bland (tbland): Approved for 471 Chair
2. Mon, 09 Oct 2023 23:26:31 GMT
Jeffrey Seegmiller (jeffreys): Approved for 22 Curriculum Committee Chair
3. Mon, 09 Oct 2023 23:29:24 GMT
Jeffrey Seegmiller (jeffreys): Approved for 22 Dean
4. Wed, 08 Nov 2023 22:22:10 GMT
Linda Lundgren (lindalundgren): Rollback to 471 Chair for Provost's Office
5. Wed, 08 Nov 2023 23:28:54 GMT
Tyler Bland (tbland): Rollback to Initiator
6. Thu, 07 Dec 2023 18:07:31 GMT
Jerry McMurtry (mcmurtry): Approved for 276 Chair
7. Thu, 07 Dec 2023 18:09:07 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Curriculum Committee Chair
8. Thu, 07 Dec 2023 18:24:59 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Dean
9. Tue, 12 Dec 2023 16:47:54 GMT
Sydney Beal (sbeal): Rollback to Initiator
10. Tue, 12 Dec 2023 18:24:23 GMT
Jerry McMurtry (mcmurtry): Approved for 276 Chair
11. Tue, 12 Dec 2023 18:25:05 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Curriculum Committee Chair
12. Tue, 12 Dec 2023 18:28:47 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Dean
13. Wed, 13 Dec 2023 19:09:39 GMT
Sydney Beal (sbeal): Rollback to 20 Dean for Provost's Office
14. Wed, 13 Dec 2023 19:09:57 GMT
Sydney Beal (sbeal): Approved for 20 Dean
15. Wed, 13 Dec 2023 19:11:05 GMT
Sydney Beal (sbeal): Approved for V00654458
16. Tue, 19 Dec 2023 18:02:29 GMT
Brenda Helbling (brenadah): Approved for Provost's Office
17. Thu, 21 Dec 2023 20:04:57 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
18. Thu, 21 Dec 2023 20:31:18 GMT
Jerry McMurtry (mcmurtry): Approved for Graduate Council Chair

- 19. Tue, 16 Jan 2024 21:16:57 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
- 20. Wed, 17 Jan 2024 16:16:09 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
- 21. Tue, 23 Jan 2024 22:43:56 GMT
Sydney Beal (sbeal): Approved for UCC
- 22. Thu, 25 Jan 2024 21:50:27 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Program Proposal

Date Submitted: Tue, 12 Dec 2023 18:12:40 GMT

Viewing: 540 : Direct-Entry Master of Science in Nursing

Last edit: Thu, 25 Jan 2024 21:50:20 GMT

Changes proposed by: Whitney Vincent

Faculty Contact

| Faculty Name | Faculty Email |
|-----------------|---------------------|
| Jeff Seegmiller | jeffreys@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

Yes

Academic Level

Graduate

College

Graduate Studies

Department/Unit:

Graduate Studies

Effective Catalog Year

2025-2026

Program Title

Direct-Entry Master of Science in Nursing

Degree Type

Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

67

Attach Program Change

SBOE Academic_Degree_and_Certificate_Full-Proposal_Form MSN (1).pdf

CIP Code

51.1601 - Nursing/Registered Nurse (RN, ASN, BSN, MSN).

Will the program be Self-Support?

No

Will the program have a Professional Fee?

Yes

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

Yes

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Greater than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

The MSN program is going to be housed in the College of Graduate Studies at the University of Idaho. A School of Health and Medical Professions is currently being created and processed to eventually house these health care programs, under the College of Graduate Studies.

Based on feedback from policymakers and Idaho business leaders, our request is dedicated to addressing healthcare workforce needs, one of the most pressing issues the state is facing today. We acknowledge the importance of flexibility to adapt to evolving challenges and workforce needs of the future.

The primary beneficiaries, if this program request is granted, are the individuals and communities who will be served by these future Nurses. Thus, the impact could encompass all of Idaho.

Curriculum:

See attached Direct-Entry Masters of Science in Nursing Proposal

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Other

Where?

Geographical region including Idaho during the clinical rotations.

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

See the attached document: The Essentials: Competencies for Nursing Education 2021.

The Competencies for nursing education include competencies and student learning outcomes required for successful program accreditation by the Commission on the Collegiate Nursing Education (CCNE)

These learning outcomes also prepare students for the national board examination for nursing practice (National Council Licensure Examination).

Intended Learning Outcomes for the Nursing Program Component:

1. Knowledge Acquisition and Application: Upon completion of the program component, students will demonstrate a comprehensive understanding of core nursing concepts, theories, and evidence-based practices. They will be able to apply this knowledge to solve complex healthcare challenges.

2. **Clinical Competence:** Students will develop clinical competence in patient care, including assessment, planning, implementation, and evaluation of nursing interventions. They will be capable of delivering safe and effective nursing care across diverse healthcare settings.

3. **Critical Thinking and Problem-Solving:** Graduates will possess strong critical thinking skills, enabling them to analyze clinical situations, identify potential problems, and make informed decisions to optimize patient outcomes.

4. **Communication and Interpersonal Skills:** Students will exhibit effective communication and interpersonal skills, fostering therapeutic relationships with patients, families, and the healthcare team.

5. **Professionalism and Ethical Practice:** Graduates will uphold the highest standards of professionalism and ethics, adhering to legal and ethical guidelines while demonstrating cultural competence, empathy, and respect for patient autonomy.

6. **Leadership and Collaboration:** Students will acquire leadership and collaboration skills, enabling them to work effectively within interdisciplinary healthcare teams, advocate for patients, and contribute to improving healthcare systems.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

To evaluate how well students are achieving the intended learning outcomes, the following assessment processes will be employed:

1. **Examinations and Quizzes:** Regular assessments will include written examinations and quizzes to evaluate knowledge acquisition and critical thinking skills.

2. **Clinical Skills Assessment:** Clinical skills will be assessed through direct observation, practical examinations, and skills checklists during clinical rotations.

3. **Case Studies and Care Plans:** Students will complete case studies and care plans to demonstrate their ability to apply theoretical knowledge to real-world patient care scenarios.

4. **Reflective Journals and Portfolios:** Students will maintain reflective journals and e-portfolios, providing insights into their personal and professional growth.

5. **Peer and Self-Assessment:** Peer evaluations and self-assessment will be incorporated for group projects and personal reflection on skills development.

How will you ensure that the assessment findings will be used to improve the program?

Assessment findings will be used for continuous program improvement through the following mechanisms:

1. **Faculty Meetings:** Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.

2. **Curriculum Review:** Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.

3. **Faculty Development:** Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement.

4. **Feedback Loops:** Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

What direct and indirect measures will be used to assess student learning?

Direct measures include examinations, skills assessments, case studies, and practical evaluations. Indirect measures include student surveys, feedback from clinical preceptors, and analysis of retention and graduation rates.

When will assessment activities occur and at what frequency?

Assessment activities will occur throughout the program at various frequencies:

- Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.
- Summative assessments (midterm, final examinations) will occur at the end of relevant courses and following year one and year two. Alumni and industry surveys will be completed two years following graduation.
- Clinical skills assessments and evaluations will be conducted during clinical rotations.
- Case studies, care plans, and projects will be assigned periodically.

Student Learning Outcomes

Learning Objectives

See the attached document: The Essentials: Competencies for Nursing Education 2021.

The Competencies for nursing education include competencies and student learning outcomes required for successful program accreditation by the Commission on the Collegiate Nursing Education (CCNE)

These learning outcomes also prepare students for the national board examination for nursing practice (National Council Licensure Examination).

Intended Learning Outcomes for the Nursing Program Component:

1. Knowledge Acquisition and Application: Upon completion of the program component, students will demonstrate a comprehensive understanding of core nursing concepts, theories, and evidence-based practices. They will be able to apply this knowledge to solve complex healthcare challenges.
2. Clinical Competence: Students will develop clinical competence in patient care, including assessment, planning, implementation, and evaluation of nursing interventions. They will be capable of delivering safe and effective nursing care across diverse healthcare settings.
3. Critical Thinking and Problem-Solving: Graduates will possess strong critical thinking skills, enabling them to analyze clinical situations, identify potential problems, and make informed decisions to optimize patient outcomes.
4. Communication and Interpersonal Skills: Students will exhibit effective communication and interpersonal skills, fostering therapeutic relationships with patients, families, and the healthcare team.
5. Professionalism and Ethical Practice: Graduates will uphold the highest standards of professionalism and ethics, adhering to legal and ethical guidelines while demonstrating cultural competence, empathy, and respect for patient autonomy.
6. Leadership and Collaboration: Students will acquire leadership and collaboration skills, enabling them to work effectively within interdisciplinary healthcare teams, advocate for patients, and contribute to improving healthcare systems.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

Justification:

Rural areas struggle to find adequate numbers of nurses and data shows that there has been a profound urban shift in practicing registered nurses. In 2005, 17% of registered nurses worked in rural areas, but that number dropped to 14.4% by 2018. In 2005, 16.4% of nurses worked in rural hospitals, but in 2018, that figure dropped to 13.4%. The percentage of registered nurses working at rural critical access hospitals in 2018 was 38.5%, but the Covid-19 pandemic accelerated retirement of many older nurses and rural facilities with tight budgets could not compete with better funded urban healthcare centers and the rural nursing workforce dropped even further. Although efforts to train and recruit more nurses are ongoing and projections show enough new nurses to replace retiring baby boomer registered nurses, the replacement distribution is expected to be uneven with urban locales attracting more new nurses than rural regions (National Academies Press, 2021).

Research shows that graduate-level direct-entry nursing students demonstrate discipline and independent learning skills that transfer well to nursing and outperform younger nursing students. With an average age of 26, direct-entry graduate students are motivated, engaged learners who demonstrate emotional maturity well-suited for healthcare employment (Everrett et al., 2013). With calls for educational leadership that meets actual needs by delivering innovative educational programs that harness technology to transform curricular offerings (Thompson, 2016), a direct-entry nursing education program addresses unmet needs for both an able student population and a struggling rural workforce.

Currently, no institution in Idaho offers a Direct Entry Master of Science in Nursing (MSN) and there are only 41 programs of this type in the nation. Idaho students who have already obtained a bachelor's degree in a non-nursing field, must complete a second bachelor's degree, or leave the state if they want to enter the nursing profession. This is an inefficient use of human resources and an obstacle that keeps many nontraditional students from entering the nursing field. The proposed Direct Entry (aka Entry to Practice) MSN program fills this educational gap for Idaho. The proposed MSN Direct Entry program is a full-time accelerated nursing program that prepares students of all academic backgrounds who have a degree in a field other than nursing to become practicing nurses. Upon graduation, students will be prepared to take the nursing licensure exam NCLEX-RN to be licensed as an RN.

Prerequisites include: a bachelor's degree in a non-nursing field with GPA of 3.0 or higher, anatomy with lab (3-4 credits), microbiology (3-4 credits), nutrition (2-3 credits), physiology with lab (3-4 credits), statistics (3 credits). A 3+2 program option will also be available through the University of Idaho in the future for students who want to change their career trajectory before the end of their baccalaureate education.

Mode of Delivery:

1. Campus-based curricula
2. Hybrid-online

4-semester program with three foundational elements:

1. Nursing foundational theory courses. Hybrid-online or on-campus.
2. Nursing skills practicum and simulation. On-site requirement.
3. Nursing clinical rotations. Healthcare facilities. Travel required.

Proposed Curriculum:

The Direct Entry MSN Nursing Curriculum is an accelerated program that requires 67 credit hours of training. Coursework is designed to build knowledge and skills in a stepwise manner in context of patient care. Hybrid mode of course delivery with in-person and online didactic instruction followed by in-person skills labs and clinical immersion experiences.

The department of medical education will add required nursing faculty to accommodate the added workload for nursing. As capacity grows the nursing program will be part of a new department of health professions within a new college of health and medical professions. The workload for nursing operations will be part of expectations within the program.

Supporting Documents

Essentials-2021.pdf
Direct-Entry Master of Science in Nursing Proposal.pdf

Org Chart_Health Professions_COGS_SHAMP.pdf
2023 (FINAL) MSN Budget - Full Proposal Form updated 10-12-23.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Wed, 08 Nov 2023 22:22:10 GMT): Rollback: LL rolled back for revision to online program fee. Email sent to Jeff Seegmiller explaining the online program fee.

Tyler Bland (tbland) (Wed, 08 Nov 2023 23:28:54 GMT): Rollback: Rollback

Sydney Beal (sbeal) (Tue, 12 Dec 2023 16:47:54 GMT): Rollback: Rolled back per request

Sydney Beal (sbeal) (Wed, 13 Dec 2023 19:09:39 GMT): Rollback: Rolled back to add additional workflow step between 20 Dean and Provost's Office

Sydney Beal (sbeal) (Tue, 23 Jan 2024 22:43:47 GMT): Approved at UCC pending the successful approval of the associated coursework

Key: 540

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

| | <u>FY 25</u> | | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | |
|-------------------------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|
| | FTE | Headcount | FTE | Headcount | FTE | Headcount | FTE | Headcount |
| A. New enrollments | | 15 | | 15 | | 15 | | 15 |
| B. Shifting enrollments | | | | | | | | |
| Total Enrollment | 0 | 15 | 0 | 15 | 0 | 15 | 0 | 15 |

II. REVENUE

| | <u>FY 25</u> | | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | |
|--|--------------------|------------------|--------------------|------------|--------------------|------------|--------------------|------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. New Appropriated Funding Request | \$417,600.00 | | \$417,600.00 | | \$417,600.00 | | \$417,600.00 | |
| 2. Institution Funds | \$212,400.00 | \$200,000.00 | \$212,400.00 | | \$212,400.00 | | \$212,400.00 | |
| 3. Federal | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| 4. New Tuition Revenues from Increased Enrollments | \$375,000.00 | | \$375,000.00 | | \$375,000.00 | | \$375,000.00 | |
| 5. Student Fees | | | | | | | | |
| 6. Other (i.e., Gifts) | | | | | | | | |
| Total Revenue | <u>\$1,005,000</u> | <u>\$200,000</u> | <u>\$1,005,000</u> | <u>\$0</u> | <u>\$1,005,000</u> | <u>\$0</u> | <u>\$1,005,000</u> | <u>\$0</u> |

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

| | <u>FY 25</u> | | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | |
|--------------------------------------|-------------------------|-------------------|-------------------------|-------------------|-------------------------|-------------------|-------------------------|-------------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Personnel Costs | | | | | | | | |
| 1. FTE | <u>5.5</u> | | <u>5.5</u> | | <u>5.5</u> | | <u>5.5</u> | |
| 2. Faculty | <u>\$315,000.00</u> | | <u>\$315,000.00</u> | | <u>\$315,000.00</u> | | <u>\$315,000.00</u> | |
| 3. Adjunct Faculty | | | | | | | | |
| 4. Graduate/Undergrad Assistants | | | | | | | | |
| 5. Research Personnel | | | | | | | | |
| 6. Directors/Administrators | <u>200,000</u> | | <u>200,000</u> | | <u>200,000</u> | | <u>200,000</u> | |
| 7. Administrative Support Personnel | <u>115,000</u> | | <u>115,000</u> | | <u>115,000</u> | | <u>115,000</u> | |
| 8. Fringe Benefits | <u>102,600</u> | | <u>102,600</u> | | <u>102,600</u> | | <u>102,600</u> | |
| 9. Other: | | | | | | | | |
| Total Personnel and Costs | <u><u>\$732,600</u></u> | <u><u>\$0</u></u> | <u><u>\$732,600</u></u> | <u><u>\$0</u></u> | <u><u>\$732,600</u></u> | <u><u>\$0</u></u> | <u><u>\$732,600</u></u> | <u><u>\$0</u></u> |

FY 25

FY 26

FY 27

FY 28
September 16, 2021
Page 2

| B. Operating Expenditures | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
|--|------------------|-------------|------------------|-------------|------------------|-------------|------------------|-------------|
| | 1. Travel | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | | \$25,000.00 |
| 2. Professional Services | \$50,000.00 | | \$50,000.00 | | \$50,000.00 | | \$50,000.00 | |
| 3. Other Services | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | |
| 4. Communications | \$20,000.00 | | \$20,000.00 | | \$20,000.00 | | \$20,000.00 | |
| 5. Materials and Supplies | \$167,400.00 | | \$167,400.00 | | \$167,400.00 | | \$167,400.00 | |
| 6. Rentals | | | | | | | | |
| 7. Materials & Goods for Manufacture & Resale | | | | | | | | |
| 8. Miscellaneous | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | | \$5,000.00 | |
| Total Operating Expenditures | \$272,400 | \$0 | \$272,400 | \$0 | \$272,400 | \$0 | \$272,400 | \$0 |

| C. Capital Outlay | FY 25 | | FY 26 | | FY 27 | | FY 28 | |
|-----------------------------|--------------|------------------|--------------|------------|--------------|------------|--------------|------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. Library Resources | | | | | | | | |
| 2. Equipment | | \$200,000.00 | | | | | | |
| Total Capital Outlay | \$0 | \$200,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

FY _____

FY _____

FY _____

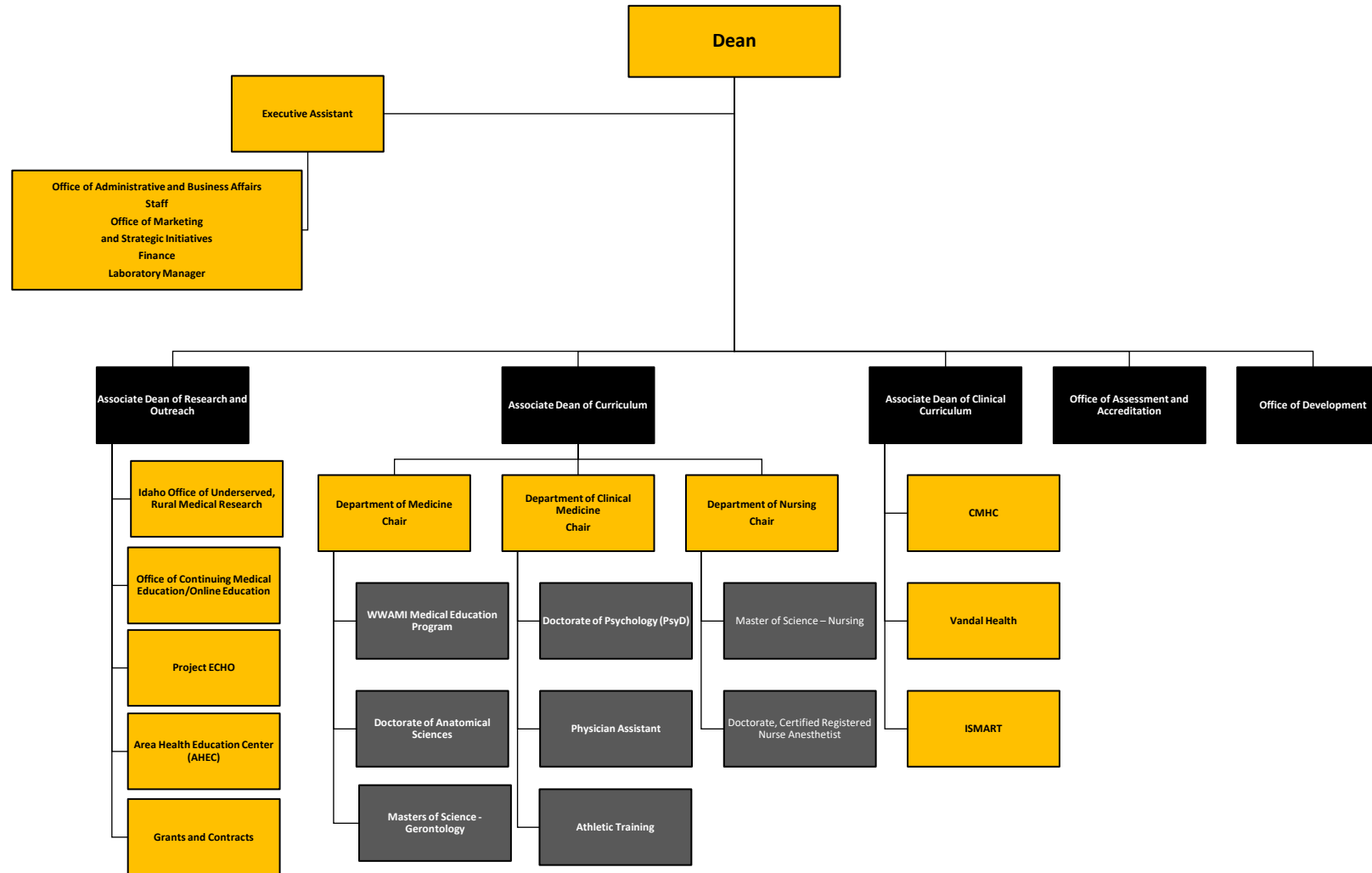
FY _____

| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
|---|--------------------|------------------|--------------------|------------|--------------------|------------|--------------------|------------|
| D. Capital Facilities Construction or Major Renovation | | | | | | | | |
| E. Other Costs | | | | | | | | |
| Utilities | | | | | | | | |
| Maintenance & Repairs | | | | | | | | |
| Other | | | | | | | | |
| Total Other Costs | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| TOTAL EXPENDITURES: | <u>\$1,005,000</u> | <u>\$200,000</u> | <u>\$1,005,000</u> | <u>\$0</u> | <u>\$1,005,000</u> | <u>\$0</u> | <u>\$1,005,000</u> | <u>\$0</u> |
| Net Income (Deficit) | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

| | |
|------|--|
| II.1 | Request for \$417,600 to support the new Masters of Nursing program. |
| II.1 | Institutional funds \$212,400 consecutively will support this program as well. |
| C.2 | Simulation and laboratory equipment |
| | |
| | |
| | |
| | |
| | |
| | |

School of Health and Medical Professions



Proposed Nursing Degree: Master of Science in Nursing (MSN)

Justification:

Rural areas struggle to find adequate numbers of nurses and data shows that there has been a profound urban shift in practicing registered nurses. In 2005, 17% of registered nurses worked in rural areas, but that number dropped to 14.4% by 2018. In 2005, 16.4% of nurses worked in rural hospitals, but in 2018, that figure dropped to 13.4%. The percentage of registered nurses working at rural critical access hospitals in 2018 was 38.5%, but the Covid-19 pandemic accelerated the retirement of many older nurses, and rural facilities with tight budgets could not compete with better funded urban healthcare centers and the rural nursing workforce dropped even further. Although efforts to train and recruit more nurses are ongoing and projections show enough new nurses to replace retiring baby boomer registered nurses, the replacement distribution is expected to be uneven with urban locales attracting more new nurses than rural regions (National Academies Press, 2021).

Research shows that graduate-level direct-entry nursing students demonstrate discipline and independent learning skills that transfer well to nursing and outperform younger nursing students. With an average age of 26, direct-entry graduate students are motivated, engaged learners who demonstrate emotional maturity well-suited for healthcare employment (Everrett et al., 2013). With calls for educational leadership that meets actual needs by delivering innovative educational programs that harness technology to transform curricular offerings (Thompson, 2016), a direct-entry nursing education program addresses unmet needs for both an able student population and a struggling rural workforce.

Currently, no institution in Idaho offers a Direct Entry Master of Science in Nursing (MSN) and there are only 41 programs of this type in the nation. Idaho students who have already obtained a bachelor's degree in a non-nursing field, must complete a second bachelor's degree, or leave the state if they want to enter the nursing profession. This is an inefficient use of human resources and an obstacle that keeps many nontraditional students from entering the nursing field. The proposed Direct Entry (aka Entry to Practice) MSN program fills this educational gap for Idaho. The proposed MSN Direct Entry program is a full-time accelerated nursing program that prepares students of all academic backgrounds who have a degree in a field other than nursing to become practicing nurses. Upon graduation, students will be prepared to take the nursing licensure exam NCLEX-RN to be licensed as an RN.

Prerequisites include a bachelor's degree in a non-nursing field with GPA of 3.0 or higher, anatomy with lab (3-4 credits), microbiology (3-4 credits), nutrition (2-3 credits), physiology with lab (3-4 credits), statistics (3 credits). A 3+2 program option will also be available through the University of Idaho in the future for students who want to change their career trajectory before the end of their baccalaureate education.

Mode of Delivery:

1. Campus-based curricula
2. Hybrid-online

4-semester program with three foundational elements:

1. Nursing foundational theory courses. Hybrid-online or on-campus.
2. Nursing skills practicum and simulation. On-site requirement.
3. Nursing clinical rotations. Healthcare facilities. Travel required.

Proposed Curriculum:

The Direct Entry MSN Nursing Curriculum is an accelerated program that requires 67 credit hours of training. Coursework is designed to build knowledge and skills in a stepwise manner in the context of patient care. Hybrid mode of course delivery with in-person and online didactic instruction followed by in-person skills labs and clinical immersion experiences.

Semester One

| Course | Description | Credits |
|---------------|--|---------|
| MSN 506 | Foundations of Nursing Practice | 3 |
| MSN 507 | Health Assessment | 2 |
| MSN 508 | Health Assessment lab | 1 |
| MSN 509 | Pathophysiology | 3 |
| MSN 510 | Integrated Clinical Management 1: concepts and interventions to promote mental health | 3 |
| MSN 511 | Integrated Clinical Management 1: concepts and interventions to promote mental health clinical | 2 |
| MSN 512 | Pharmacotherapeutics | 3 |
| Total credits | | 17 |

Semester Two

| Course | Description | Credits |
|---------------|--|---------|
| MSN 513 | Nursing Fundamentals and Professional Practices | 3 |
| MSN 514 | Theoretical Foundations for Nursing Practice | 3 |
| MSN 515 | Integrated Clinical Management 2: adult and gerontological chronic health alterations | 3 |
| MSN 516 | Integrated Clinical Management 2: adult and Gerontological Chronic Health Alterations clinical | 2 |
| MSN 517 | Ethics, Policy, and Health Care Advocacy | 3 |
| MSN 518 | Health Promotion and Risk Reduction Across the Lifespan | 3 |
| Total credits | | 17 |

Semester Three

| Course | Description | Credits |
|---------------|--|----------------|
| MSN 519 | Healthcare Research and Evidence-based Practice | 3 |
| MSN 520 | Interprofessional Collaboration and Population Health | 3 |
| MSN 521 | Quality and Patient Safety in Health Care | 3 |
| MSN 522 | Integrated Clinical Management 3: adult and gerontological acute health alterations | 3 |
| MSN 523 | Integrated Clinical Management 3: adult and Gerontological Acute Health Alterations clinical | 2 |
| MSN 524 | Informatics, Technology, and Professional Issues | 3 |
| Total credits | | 17 |

Semester Four

| Course | Description | Credits |
|---------------|---|----------------|
| MSN 525 | Healthcare Organizational and Systems Leadership | 3 |
| MSN 526 | Integrated Clinical Management 4: Pediatric, Obstetric, and Women's Health | 3 |
| MSN 527 | Integrated Clinical Management 4: Pediatric, Obstetric, and Women's Health clinical | 2 |
| MSN 528 | Professional Nursing Practice Capstone Experience | 5 |
| MSN 529 | Emerging Topics and Transition to Nursing Practice | 3 |
| Total credits | | 16 |

COURSE DESCRIPTIONS

Semester One

| Course | Description | Credits |
|---------|--|---------|
| MSN 506 | Foundations of Nursing Practice This foundational course introduces students to core concepts of clinical nursing, including clinical reasoning, professional ethics, therapeutic communication, and activities of daily living. Students will develop the knowledge, skills and attitudes required for safe, high quality, culturally sensitive, person-centered care across the lifespan. Students will also develop beginning competency in fundamental psychomotor and technological skills used by nurses in various health care settings to promote patient health and independence. | 3 |
| MSN 507 | Health Assessment This course prepares students to conduct a health history assessment using developmentally and culturally appropriate approaches for individuals across the lifespan. Students will acquire the knowledge and understanding needed to perform, interpret, and communicate a health history using motivational interviewing, identifying obvious deviations from normal in adult, elderly, and pediatric populations. | 2 |
| MSN 508 | Health Assessment lab Utilizing a systems approach, basic physical assessment skills will be mastered. Identification and interpretation of abnormalities in the physical exam are emphasized. This course's aim is to provide students with the critical thinking skills needed for the beginning nursing student to perform appropriate health assessments in context of patient history, status, and physical exam data. | 1 |
| MSN 509 | Pathophysiology* In this course, students learn pathophysiological processes that contribute to different disease states across the lifespan and human responses to those processes. Students will explore authentic case studies to learn to make selective clinical decisions using current, reliable sources of pathophysiology information. | 3 |
| MSN 510 | Integrated Clinical Management 1: concepts and interventions to promote mental health This course explores the biological, psychological, cultural, societal, and environmental factors that affect psychological wellness and illness. Students will gain understanding of mental health issues secondary to physical or psychiatric illness, trauma, or loss. | 3 |

| | | |
|---------|--|---|
| MSN 511 | <p>Integrated Clinical Management 1: concepts and interventions to promote mental health clinical</p> <p>This clinical nursing course will help students gain experience in caring for patients with psychological illnesses. Students will develop beginning competencies in providing nursing care to individuals and families experiencing disruptions in mental health secondary to physical or psychiatric illness, trauma, or loss.</p> | 2 |
| MSN 512 | <p>Pharmacotherapeutics</p> <p>Principles of pharmacology will be discussed, including pharmacokinetics, pharmacodynamics, and toxicities. Major drug classifications, pharmacologic agents used to treat common disease states, and prototype drugs are presented. Discussion will include medication safety issues, nursing management of drug therapy including maximizing therapeutic effects, minimizing adverse effects, and patient and family education. These concepts will be reviewed in relation to patient case scenarios.</p> | 3 |

Semester Two

| Course | Description | Credits |
|---------|--|---------|
| MSN 513 | <p>Nursing Fundamentals and Professional Practices</p> <p>This course introduces students to the theories and principles that form the foundation for professional nursing practice. The theoretical foundation of caring and culture care is introduced. The fundamental concepts basic to nursing such as health and wellness, nursing process, therapeutic communication, and holistic health are examined. Historical, legal, professional, cultural, economic, and social factors that influence nursing and health care delivery are studied.</p> | 3 |
| MSN 514 | <p>Integrated Clinical Management 2: adult and gerontological chronic health alterations</p> <p>This course explores the biological, psychological, cultural, societal, and environmental factors that affect the development of chronic illnesses. Students will gain an understanding of integrated treatment approaches including behavior change, pharmacologic agents, physical therapy, and other approaches to improve outcomes for patients with chronic health alterations.</p> | 3 |
| MSN 515 | <p>Integrated Clinical Management 2: adult and Gerontological Chronic Health Alterations clinical</p> | 2 |

| | | |
|---------|--|---|
| | <p>This clinical nursing course introduces students to concepts central to the effective management of a variety of common chronic illnesses and disabling conditions in a variety of different settings. Students will practice using motivational interviewing techniques to conduct an in-depth health assessment of individuals with chronic conditions that is person-centered and both developmentally and culturally appropriate. They will also learn how to partner with individuals, their families and other health professionals to manage chronic conditions and make desired changes in health behavior to reduce long-term risks.</p> | |
| MSN 516 | <p>Theoretical Foundations for Nursing Practice This course focuses on the philosophical and theoretical bases underlying concepts and operations inherent to nursing. Synthesis of theories from behavioral, natural, social, applied sciences, and nursing is emphasized. Investigation of the intersections between system science and organizational science will be explored. Students will analyze clinical problems integrating ethical concepts, nursing, and scientific theories and incorporate prevention, intervention, and health promotion strategies to create solutions.</p> | 3 |
| MSN 517 | <p>Ethics, Policy, and Health Care Advocacy* In this course, students will explore ethical frameworks for policy and patient care, explore policy making processes, examine effects of policy on practice, explore relationship between advocacy and policy change, and analyze how policy influences financing of health care, practice, and health outcomes.</p> | 3 |
| MSN 518 | <p>Health Promotion and Risk Reduction Across the Lifespan This course integrates clinical prevention and population health concepts to develop patient-centered culturally responsive strategies to promote prevention and intervention services to individuals, families, communities, and clinical populations. Students will synthesize global and social determinants of health using principles of genetics, genomics, biostatistics, and epidemiology to design and implement clinical prevention and intervention initiatives.</p> | 3 |

Semester Three

| Course | Description | Credits |
|---------|---|---------|
| MSN 519 | <p>Healthcare Research and Evidence-based Practice*</p> <p>In this course, students will integrate theory, evidence, clinical judgment, research, and advocacy in becoming scholarly clinicians. Students will utilize multiple resources to evaluate evidence to inform patient care and utilize data to inform point-of-care decisions.</p> | 3 |
| MSN 520 | <p>Interprofessional Collaboration and Population Health*</p> <p>Improving population health in a complex delivery system requires interprofessional collaboration. Scopes of practice within healthcare teams may overlap, necessitating effective communication, team building, and conflict management skills. Theoretical and applied frameworks for group dynamics, patient-centered care, and leadership will also be explored.</p> | 3 |
| MSN 521 | <p>Quality and Patient Safety in Health Care*</p> <p>This interactive course explores quality improvement, research processes, knowledge of healthcare systems, and innovative corrective measures as it relates to safe, effective nursing practice. Evidence-based strategies for building cultures of quality and safety within complex healthcare delivery systems will be explored. Strategies for data management, analysis of errors, and personnel management to reduce fatigue and burnout will also be explored.</p> | 3 |
| MSN 522 | <p>Integrated Clinical Management 3: adult and gerontological acute and complex health alterations</p> <p>This theoretical course prepares students to provide comprehensive, patient-centered nursing care for patients with acute or complex illness and injury. Building on previous coursework, this course will focus on building a comprehensive understanding of factors related to acute and complex physiological alterations.</p> | 3 |
| MSN 523 | <p>Integrated Clinical Management 3: adult and gerontological acute and complex health alterations clinical</p> <p>This clinical course uses a wide variety of experiential learning activities including simulation, role play and case studies to facilitate the integration of key concepts presented throughout the curriculum. Concepts include communication, person-centered care, ethical decision making, end-of-life decisions, culturally</p> | 2 |

| | | |
|---------|---|---|
| | appropriate care, quality and safety, social justice, and professionalism. | |
| MSN 524 | <p>Informatics, Technology, and Professional Issues</p> <p>This interprofessional course on technology and innovations in health care will incorporate a multidisciplinary approach including nursing, medicine, social and behavioral sciences, as well as information technology and engineering perspectives to stimulate new thinking in the practice, process, and delivery of health care. The goal of the course is to stimulate thinking about new processes, technologies and strategies designed to improve overall health outcomes.</p> | 3 |

Semester Four

| Course | Description | Credits |
|---------|--|---------|
| MSN 525 | <p>Healthcare Organizational and Systems Leadership</p> <p>This course explores philosophical and theoretical perspectives of leadership using contemporary approaches and strategies to make data-driven decisions using an ethical framework to promote quality patient care. Focus is placed on specific challenges in health care and leadership at various levels (e.g., unit, organizational, and policy levels), as well as in a variety of organizational settings and environments. Interprofessional communication, teamwork, delegation, supervision, conflict resolution, healthcare finance, and supply chain management will be explored through a combination of individual projects, small and large group discussions, individual reflection, and case studies to explore the complexity of leadership styles in both extraordinarily successful and less successful leaders.</p> | 3 |
| MSN 526 | <p>Integrated Clinical Management 4: Pediatric, Obstetric, and Women's Health</p> <p>This course will introduce students to theory and application of evidence-based care for special populations including pediatric, obstetric, and women's health patients. In this nursing specialty course, students will develop a comprehensive understanding of the physiologic, psycho-social, legal, and ethical considerations impacting the nurse's role in caring for these populations. Students will learn about advanced physiologic principles of genetic screening modalities, including first and second trimester screening and testing for Down's syndrome and open neural tube defects. Students will review physiologic principles underlying screening modalities for fetal well-being during pregnancy and the birth process. Ethical considerations, legal and risk management issues for the nurse in clinical practice will be reviewed. Current practice</p> | 3 |

| | | |
|---------|---|---|
| | <p>guidelines from key professional organizations (AWHOHH, ACNM, ACOG, NICHD) will be introduced and analyzed from an evidence-based perspective.</p> | |
| MSN 527 | <p>Integrated Clinical Management 4: Pediatric, Obstetric, and Women’s Health clinical</p> <p>This clinical course will provide introductory experience in a variety of settings with specialty practice for pediatric, obstetric, and gynecologic patients. Case-studies and simulation will be used to include key concepts in quality and safety, including patient advocacy, teamwork and interprofessional communication. Neonatal resuscitation will be introduced with practical application.</p> | 2 |
| MSN 528 | <p>Professional Nursing Practice Capstone Experience</p> <p>This practicum experience is designed to facilitate transition to professional practice. Students are placed in a healthcare setting with a preceptor with expertise in that area. Most student placements are on adult acute care units, however, there may be limited opportunities for specialty preceptorships including pediatrics, OB, critical care, community/ambulatory care, public health, rural health, and mental health. Emphasis is on the synthesis of previous and concurrent learning, development of independence in nursing practice, skill in clinical decision-making and application of nursing, leadership, and management skills.</p> | 5 |
| MSN 529 | <p>Emerging Topics and Transition to Nursing Practice</p> <p>This course is designed to facilitate the transition from nursing student to professional nurse. Course concepts include ethical comportment, professional values of social justice, autonomy, advocacy, altruism, human dignity and integrity, current events, and issues within the profession, and NCLEX preparation. Students will be required to pass a mastery exit examination.</p> | 3 |

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THE ESSENTIALS:

CORE COMPETENCIES FOR PROFESSIONAL NURSING EDUCATION



American Association
of Colleges of Nursing

The Voice of Academic Nursing



THE ESSENTIALS:

**CORE COMPETENCIES FOR
PROFESSIONAL NURSING EDUCATION**

APPROVED BY THE AACN MEMBERSHIP ON APRIL 6, 2021

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The Essentials: Core Competencies for Professional Nursing Education
April 6, 2021

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The Essentials: Core Competencies for Professional Nursing Education

Introduction

Since 1986, the American Association of Colleges of Nursing (AACN) has published the *Essentials* series that provides the educational framework for the preparation of nurses at four-year colleges and universities. In the past, three versions of Essentials were published: *The Essentials of Baccalaureate Education for Professional Nursing Practice*, last published in 2008; *The Essentials of Master's Education in Nursing*, last published in 2011; and *The Essentials of Doctoral Education for Advanced Nursing Practice*, last published in 2006. Each of these documents has provided specific guidance for the development and revision of nursing curricula at a specific degree level. Given changes in higher education, learner expectations, and the rapidly evolving healthcare system outlined in AACN's *Vision for Academic Nursing* (2019), new thinking and new approaches to nursing education are needed to prepare the nursing workforce of the future.

The Essentials: Core Competencies for Professional Nursing Education provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience. In this document competencies for professional nursing practice are made explicit. These *Essentials* introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain (see page 26). The domains and competencies exemplify the uniqueness of nursing as a profession and reflect the diversity of practice settings yet share common language that is understandable across healthcare professions and by employers, learners, faculty, and the public. The competencies accompanying each domain are designed to be applicable across four spheres of care (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care), across the lifespan, and with diverse patient populations. While the domains and competencies are identical for both entry and advanced levels of education, the sub-competencies build from entry into professional nursing practice to advanced levels of knowledge and practice. The intent is that any curricular model should lead to the ability of the learner to achieve the competencies. The *Essentials* also feature eight concepts that are central to professional nursing practice and are integrated within and across the domains and competencies.

Because this document has been shared with practice partners and with other nursing colleagues, the *Essentials* serve to bridge the gap between education and practice. The core competencies are informed by the expanse of higher education, nursing education, nursing as a discipline, and a breadth of knowledge. The core competencies also are informed by the lived experiences of those deeply entrenched in various areas where nurses practice and the synthesis of knowledge and action intersect. The collective understanding allows all nurses to have a shared vision; promotes open discourse and exchange about nursing practice; and expresses a unified voice that represents the nursing profession.

This introduction provides an overview of the evolution of nursing as a discipline, critical aspects of the profession that serve as a framework, and sufficient depth to inform nursing education across the educational trajectory (entry into practice through advanced education).

Specific citations throughout provide immediate access to pertinent references that substantiate relevancy.

Foundational Elements

The Essentials: Core Competencies for Professional Nursing Education has been built on the strong foundation of nursing as a discipline, the foundation of a liberal education, and principles of competency-based education.

Nursing as a Discipline

The *Essentials*, as the framework for preparing nursing's future workforce, intentionally reflect and integrate nursing as a discipline. The emergence of nursing as a discipline had its earliest roots in Florence Nightingale's thoughts about the nature of nursing. Believing nursing to be both a science and an art, she conceptualized the whole patient (mind, body, and spirit) as the center of nursing's focus. The influence of the environment on an individual's health and recovery was of utmost importance. The concepts of health, healing, well-being, and the interconnectedness with the multidimensional environment also were noted in her work. Although Nightingale did not use the word "caring" explicitly, the concept of care and a commitment to others were evident through her actions (Dunphy, 2015). In the same era of Florence Nightingale, nurse pioneer Mary Seacole was devoted to healing the wounded during the Crimean war.

Following Nightingale, the nursing profession underwent a period of disorganization and confusion as it began to define itself as a distinct scientific discipline. Early nursing leaders (including Mary Eliza Mahoney, Effie Taylor, Annie Goodrich, Agatha Hodgins, Esther Lucille Brown, and Loretta Ford) sought to define the functions of the nurse (Gunn, 1991; Keeling, Hehman, & Kirchgessner, 2017). Other leaders devoted their efforts to addressing discrimination, advancing policies, and creating a collective voice for the profession. It would be difficult to gain an understanding of this period of the profession's development without considering the work of Lavinia Dock, Estelle Osborne, Mary Elizabeth Carnegie, Ildaura Murillo-Rohde, and many other fearless champions.

Contemporary nursing as it is practiced today began to take shape as a discipline in the 1970s and 1980s. Leaders of this era shared the belief that the discipline of nursing was the study of the well-being patterning of human behavior and the constant interaction with the environment, including relationships with others, health, and the nurse (Rogers, 1970; Donaldson & Crowley, 1978; Fawcett, 1984; Chinn & Kramer 1983, 2018; Chinn, 2019; Roy & Jones, 2007). The concept of caring also was described as the defining attribute of the nursing discipline (Leininger, 1978; Watson, 1985). Newman (1991) spoke to the need to sharpen the focus of the discipline of nursing to better define its social relevance and the nature of its service. Newman, Smith, Pharris, and Jones (2008) affirmed caring as the focus of the discipline, suggesting that relationships were the unifying construct. Smith and Parker (2010) later posited that relationships were built on partnership, presence, and shared meaning.

In a historical analysis of literature on the discipline of nursing, five concepts emerged as defining the discipline: human wholeness; health; healing and well-being; environment-health relationship; and caring. When practicing from a holistic perspective, nurses understand the

dynamic, ongoing body-brain-mind-spirit interactions of the person, between and among individuals, groups, communities, and the environment (Smith, 2019, pp. 9-12). Smith purports that if nursing is to retain its status as a discipline, the explicit disciplinary knowledge must be an integral part of all levels of nursing. Nursing has its own science, and this body of knowledge is foundational for the next generation (Smith, 2019, p.13).

Why consider the past in a document that strives to shape the future? The historical roots of the profession help its members understand how the past has answered complex questions and shapes vital discipline concepts, traditions, policies, and even relationships. D'Antonio, et. al (2010) also emphasize the disciplinary insights gained by considering the different histories that challenge the dominant and accepted historical narrative. Undoubtedly, many experts have contributed to the development of the discipline as it exists today. While the work of early and current theorists is extensive, Green (2018) notes that none have been accepted as completely defining the nature of nursing as a discipline. No doubt, nursing as a discipline will continue to evolve as society and health care evolves.

Advancing the Discipline of Nursing

The continued development of nursing as a unique discipline requires an intentional approach. Jairath et. al (2018) stated that any further development of the discipline should have the capacity to directly transform the patient's health experience. A new social order may be necessary in which scientists, theorists, and practitioners work together to address questions related to the interplay of big data and nursing theory. Nursing graduates, particularly at the advanced nursing practice level, must be well-prepared to think ethically, conceptually, and theoretically to better inform nursing care. Students must not only be introduced to the knowledge and values of the discipline, but they must be guided to practice from a disciplinary perspective – by seeing patients through the lens of wholeness and interconnectedness with family and community; appreciating how the social, political, and economic environment influences health; attending to what is most important to well-being; developing a caring-healing relationship; and honoring personal dignity, choice, and meaning. Smith and McCarthy (2010) spoke to the need to provide a foundation for practitioners in the knowledge of the discipline. Without this knowledge, the persistent challenge of differentiating nursing and the professional levels of practice will continue.

Knowledge of the discipline grows in graduate education, as students apply and generate nursing knowledge in their advanced nursing roles or develop and test theories as researchers. Nursing practice should be guided by a nursing perspective while functioning within an interdisciplinary arena. To appropriately educate the next generation of nurses, disciplinary knowledge must be leveled to reflect the competencies or roles expected at each level.

The Value of a Liberal Education

In higher education, every academic discipline is grounded in a unique body of knowledge that distinguishes that discipline. Through the study of the humanities, social sciences, and natural sciences, students develop the capacity to engage in socially valued work and civic leadership in society. Liberal education exposes students to a broad worldview, multiple disciplines, and ways of knowing through specific coursework; however, the richness of perspective and knowledge is woven throughout the nursing curriculum as these are integral to the full scope of nursing

practice (Hermann, 2004). Successful integration of liberal and nursing education provides graduates with knowledge of human cultures, including spiritual beliefs, as well as the physical and natural worlds supporting an approach to practice. The study of history, critical race theories, critical theories of nursing, critical digital studies, planetary health and climate science, politics, public policies, policy formation, fine arts, literature, languages, and the behavioral, biological, and natural sciences are key to the understanding of one's self and others, civil readiness, and engagement and forms the basis for clinical reasoning and subsequent clinical judgments.

A liberal education creates the foundation for intellectual and practical abilities within the context of nursing practice as well as for engagement with the larger community, locally and globally. A hallmark of liberal education is the development of a personal value-system that includes the ability to act ethically regardless of the situation and where students are encouraged to define meaningful personal and professional goals with a commitment to integrity, equity, and social justice. Liberally educated graduates are well prepared to integrate knowledge, skills, and values from the arts, sciences, and humanities to provide safe, quality care; advocate for patients, families, communities, and populations; and promote health equity and social justice. Equally important, nursing education needs to ensure an understanding of the intersection of bias, structural racism, and social determinants with healthcare inequities and promote a call to action.

Competency-Based Education

Competency-based education is a process whereby students are held accountable to the mastery of competencies deemed critical for an area of study. Competency-based education is inherently anchored to the outputs of an educational experience versus the inputs of the educational environment and system. Students are the center of the learning experience, and performance expectations are clearly delineated along all pathways of education and practice. Across the health professions, curriculum, course work, and practice experiences are designed to promote responsible learning and assure the development of competencies that are reliably demonstrated and transferable across settings. By consistently assessing their own performance, students develop the ability to reflect on their own progress towards the achievement of learning goals and the ongoing attainment of competencies required for practice.

Advances in learning approaches and technologies, understanding of evolving student learning styles and preferences, and the move to outcome-driven education and assessment all point to a transition to competency-based education. This learning approach is linked to explicitly defined performance expectations, based on observable behavior, and requires frequent assessment using diverse methodologies and formats. Designed in this fashion, competency-based education produces learning and behavior that endures, since it encourages conscious connections between knowledge and action. Learners who put knowledge into action grasp the interrelatedness of their learning with both theoretical perspectives and the world of their professional work. Achieving a specific competency gives meaning to the theoretical and assists in understanding and taking on a professional identity.

Further, today's students increasingly are taking responsibility for their own learning and, varied as they are in age and experience, respond to active learning strategies. Active learning involves

making an action out of knowledge—using knowledge to reflect, analyze, judge, resolve, discover, interact, and create. Active learning requires clear information regarding what is to be learned, including guided practice in using that information to achieve a competency. It also requires regular assessment of progress towards mastery of the competency and frequent feedback on successes and areas needing development. Additionally, students must learn how to assess their own performances to develop the skill of continual self-reflection in their own practice.

Stakeholders (employers, students, and the public) expect all nursing graduates to exit their education programs with defined and observable skills and knowledge. Employers desire assurance that graduates have expected competencies—the ability “to know” and also “to do” based on current knowledge. Moving to a competency-based model fosters intentionality of learning by defining domains, associated competencies, and performance indicators for those competencies. Currently, there is wide variability in graduate capabilities. Therefore, there is a need for consistency enabled by a competency-based approach to nursing education.

A standard set of definitions frame competency-based education in the health professions and was adopted for these *Essentials*. Adoption of common definitions allows multiple stakeholders involved in health education and practice to share much of the same language. These definitions are included in the glossary (p. 59).

Nursing Education for the 21st Century

In addition to the foundational elements on which the *Essentials* has been developed, other factors have served as design influencers. What does the nursing workforce need to look like for the future, and how do nursing education programs prepare graduates to be “work ready”? Nursing education for the 21st century ought to reflect a number of contemporary trends and values and address several issues to shape the future workforce, including diversity, equity, and inclusion; four spheres of care (including an enhanced focus on primary care); systems-based practice; informatics and technology; academic-practice partnerships; and career-long learning.

Diversity, Equity, and Inclusion

Shifting U.S. population demographics, health workforce shortages, and persistent health inequities necessitate the preparation of nurses able to address systemic racism and pervasive inequities in health care. The existing inequitable distribution of the nursing workforce across the United States, particularly in underserved urban and rural areas, impacts access to healthcare services across the continuum from health promotion and disease prevention, to chronic disease management, to restorative and supportive care. Diversity, equity, and inclusion—as a value—supports nursing workforce development to prepare graduates who contribute to the improvement of access and care quality for underrepresented and medically underserved populations (AACN, 2019). Diversity, equity, and inclusion require intentionality, an institutional structure of social justice, and individually concerted efforts. The integration of diversity, equity, and inclusion in this *Essentials* document moves away from an isolated focus on these critical concepts. Instead, these concepts, defined in competencies, are fully represented and deeply integrated throughout the domains and expected in learning experiences across curricula.

Making nursing education equitable and inclusive requires actively combating structural racism, discrimination, systemic inequity, exclusion, and bias. Holistic admission reviews are recommended to enhance the admission of a more diverse student population to the profession (AACN, 2020). Additionally, an equitable and inclusive learning environment will support the recruitment, retention, and graduation of nursing students from disadvantaged and diverse backgrounds. Diverse and inclusive environments allow examination of any implicit or explicit biases, which can undermine efforts to enhance diversity, equity, and inclusion. When diversity is integrated within inclusive educational environments with equitable systems in place, biases are examined, assumptions are challenged, critical conversations are engaged, perspectives are broadened, civil readiness and engagement are enhanced, and socialization occurs. These environments recognize the value of and need for diversity, equity, and inclusion to achieve excellence in teaching, learning, research, scholarship, service, and practice.

Academic nursing must address structural racism, systemic inequity, and discrimination in how nurses are prepared. Nurse educators are called to critically evaluate policies, processes, curricula, and structures for homogeneity, classism, color-blindness, and non-inclusive environments. Evidence-based, institution-wide approaches focused on equity in student learning and catalyzing culture shifts in the academy are fundamental to eliminating structural racism in higher education (Barber et al., 2020). Only through deconstructive processes can academic nursing prepare graduates who provide high quality, equitable, and culturally competent health care.

Finally, nurses should learn to engage in ongoing personal development towards understanding their own conscious and unconscious biases. Then, acting as stewards of the profession, they can fulfill their responsibility to influence both nursing and societal attitudes and behaviors toward eradicating structural/systemic racism and discrimination and promoting social justice.

Four Spheres of Care

Historically, nursing education has emphasized clinical education in acute care. Looking at current and future needs, it is becoming increasingly evident that the future of healthcare delivery will occur within four spheres of care: 1) disease prevention/promotion of health and well-being, which includes the promotion of physical and mental health in all patients as well as management of minor acute and intermittent care needs of generally healthy patients; 2) chronic disease care, which includes management of chronic diseases and prevention of negative sequelae; 3) regenerative or restorative care, which includes critical/trauma care, complex acute care, acute exacerbations of chronic conditions, and treatment of physiologically unstable patients that generally requires care in a mega-acute care institution; and 4) hospice/palliative/supportive care, which includes end-of-life care as well as palliative and supportive care for individuals requiring extended care, those with complex, chronic disease states, or those requiring rehabilitative care (Lipstein et al., 2016; AACN, 2019).

Entry-level professional nursing education ensures that graduates demonstrate competencies through practice experiences with individuals, families, communities, and populations across the lifespan and within each of these four spheres of care. The workforce of the future needs to attract and retain registered nurses who choose to practice in diverse settings, including community settings to sustain the nation's health. Expanding primary care into communities will enable our healthcare delivery systems to achieve the Quadruple Aim of improving patient

experiences (quality and satisfaction), improving the health of populations, decreasing per capita costs of health care, and improving care team well-being (Bowles et al., 2018). It is time for nursing education to refocus and move beyond some long-held beliefs such as: primary care content is not important because it is not on the national licensing exam for registered nurses; students only value those skills required in acute care settings; and faculty preceptors only have limited community-based experiences. Recommendations from the Josiah Macy Foundation Conference (2016) on expanding the use of registered nursing in primary care provides a call to education and practice to place more value on primary care as a career choice, effectively changing the culture of nursing and health care. A collaborative effort between academic and practice leaders is needed to ensure this culture change and educate primary care practitioners about the value of the registered nurse role.

Systems-Based Practice

Integrated healthcare systems that require coordination across settings as well as across the lifespan of diverse individuals and populations are emerging. Healthcare systems are revising strategic goals and reorganizing services to move more care from the most expensive venues – inpatient facilities and emergency departments – to primary care and community settings. Consequently, nurse employment settings also are shifting, creating a change in workforce distribution and the requisite knowledge and skills necessary to provide care in those settings. Knowledge differentiating equity and equality in healthcare systems and systems-based practice is essential. Nurses in the future are needed to lead initiatives to address structural racism, systemic inequity, and discrimination. Equitable healthcare better serves the needs of all individuals, populations, and communities.

Importantly, an understanding of how local, national, and global structures, systems, politics, and rules and regulations contribute to the health outcomes of individual patients, populations, and communities will support students in developing agility and advocacy skills. Factors such as structural racism, cost containment, resource allocation, and interdisciplinary collaboration are considered and implemented to ensure the delivery of high quality, equitable, and safe patient care (Plack et al., 2018).

Informatics and Technology

Informatics increasingly has been a focus in nursing education, correlating with the advancement in sophistication and reach of information technologies, the use of technology to support healthcare processes and clinical thinking, and the ability of informatics and technology to positively impact patient outcomes. Health information technology is required for person-centered service across the continuum and requires consistency in user input, proper process, and quality management. While different specialty roles in nursing may require varying depth and breadth of informatics competency, basic informatics competencies are foundational to all nursing practice. Much work will be required to achieve full integration of core information and communication technologies competencies into nursing curricula.

Engagement and Experience

The future consumers of health care are changing. They are transitioning from passive participants in medically focused acute care environments to engaged participants of healthcare services. They actively participate in managing not only their chronic illnesses but also acute

care exacerbations with an increasing focus on prevention and wellness. Thus, nurses need an understanding of consumer engagement and experience across all settings as an essential component of person-centered, quality care.

In today's society, many people seek information and use technology to help make informed decisions about their health. Nurses seek to help patients determine what information to use and how to use it. Individuals want to know about their options when it comes to healthcare services, which extends to using websites to provide information on provider quality and performance, comparing prices for common procedures, and reviewing the effectiveness of treatments and care approaches (Adler-Milstein & Sinaiko, 2019). Gaffney (2015) stated that as consumers shoulder more of the financial responsibility for their health care, they became more educated about available options. Studies have shown that patients who are engaged in decision-making regarding their care have better outcomes and lower costs (Gaffney, 2015).

Meaningful practice experiences in health care start with the individual who is actively engaged in the journey throughout the continuum of care. Each interaction between the recipient of care and the nurse or healthcare provider creates an experience. Practice experience is defined as "the sum of all interactions, shaped by an organization's culture that influence patient perceptions across the continuum of care." (Wolf, Niederhauser, Marshburn, & LaVela, 2014, p. 8). Within that interactive experience, the attitudes and the behaviors of the nurse matter a great deal. Nurses are identified as one of the most trusted professionals in the United States. Mutual trust is foundational to an interactive and ongoing relationship that will enhance a positive experience of care. Those with positive experiences of care often have better outcomes.

Individual engagement has been described as "the blockbuster drug of the 21st century" (Dentzer, 2013). Who better to engage individuals in their care than nurses? Nursing practice has focused consistently on individual care and ongoing communication with family members and care providers. Sherman points to the fact that effective individual/family involvement leads to safer and higher quality care. In addition, individual/patient engagement can be directly correlated with increased reimbursement to hospitals based on achieving health outcomes. Nurses in all settings and across the continuum of care contribute to creating a culture that supports full engagement of individuals in their care and in the development of policies, which will provide guidance to the improvement of individual engagement (Sherman, 2014).

Academic-Practice Partnerships

Partnerships and collaborative team-based care are the cornerstones of safe, effective care whether it be for individuals, families, communities, or populations. Academic-practice partnerships serve to recruit and retain nurses and to support the practice and academic enterprise in relation to mutual research, leadership development, and a shared commitment to redesign practice environments. Such partnerships also have the potential to facilitate the ability of nurses to achieve educational and career advancement, prepare nurses of the future to practice and lead, provide mechanisms for career-long learning, and provide a structure for transition to practice programs. Successful academic-practice partnerships are predicated on respect, relationship, reciprocity, and co-design.

The 2016 report *Advancing Healthcare Transformation: A New Era for Academic Nursing* identified a path for achieving enhanced partnerships between nursing schools and academic

health centers with the goals of achieving improved healthcare outcomes, fostering new models for innovation, and advancing integrated systems of health care. While focused primarily on academic health centers, the recommendations apply to partnerships between non-academic health centers and schools of nursing as well. The recommendations include enhancing the clinical practice of academic nursing; partnering in the preparation of the nurses of the future; collaborating to develop workforce plans in partnership with the health system; integrating academic nursing into population health initiatives; partnering in the implementation of Accountable Care; and partnering for optimal patient care and healthcare delivery (AACN, 2016).

Career-Long Learning

Current trends in higher education focus on supplemental methods of awarding credit and recognition for additional learning which has implications for career-long learning. Emerging educational methods should be considered as possible additions in the development of curriculum pathways in contemporary nursing education. For example, the use of e-portfolios, which may be used to record competency achievement and educational milestones and continued throughout one's career, can be used to document personal development plans, badges, certifications, employment appraisals, and reflections on clinical events to establish meaning from various encounters.

Awarding of micro-credentials or badges by academic institutions also is becoming popular. Badges recognize incremental learning in visible ways and can support career development (Educause, 2018). Stackable credentials can be accumulated over time and facilitate one's professional development along a career trajectory (Department of Labor, 2015). Open access courses represent another way to learn a variety of skills or subject matter. All of these are important considerations in basic and advanced nursing education.

Domains and Concepts

Domains for Nursing

Domains are broad distinguishable areas of competence that, when considered in the aggregate, constitute a descriptive framework for the practice of nursing. These *Essentials* include 10 domains that were adapted from the interprofessional work initiated by Englander (2013) and tailored to reflect the discipline of nursing.

This document delineates the domains that are essential to nursing practice, including how these are defined, what competencies should be expected for each domain at each level of nursing, and how those domains and competencies both distinguish nursing and relate to other health professions. Each domain has a descriptor (or working definition) and a contextual statement. The contextual statement (presented in the Domain, Competency, Sub-Competency Table found beginning on page 26) provides a framing for what the domain represents in the context of nursing practice – thus providing an explanation for how the competencies within the domain should be interpreted. The domain designations, descriptors, and contextual statements may evolve over time to reflect future changes in healthcare and nursing practice. Although the domains are presented as discrete entities, the expert practice of nursing requires integration of most of the domains in every practice situation or patient encounter, thus they provide a robust framework for competency-based education. The domains and descriptors used in the *Essentials* are listed below.

- *Domain 1: Knowledge for Nursing Practice*
Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.
- *Domain 2: Person-Centered Care*
Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.
- *Domain 3: Population Health*
Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
- *Domain 4: Scholarship for Nursing Discipline*
Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

- *Domain 5: Quality and Safety*
Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- *Domain 6: Interprofessional Partnerships*
Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.
- *Domain 7: Systems-Based Practice*
Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.
- *Domain 8: Informatics and Healthcare Technologies*
Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
- *Domain 9: Professionalism*
Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.
- *Domain 10: Personal, Professional, and Leadership Development*
Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

Concepts for Nursing Practice

In addition to domains, there are featured concepts associated with professional nursing practice that are integrated within the *Essentials*. A concept is an organizing idea or a mental abstraction that represents important areas of knowledge. A common understanding of each concept is achieved through characteristics and attributes. Many disciplines, like nursing, have numerous concepts. The featured concepts are well-represented in the nursing literature and thus also are found throughout the *Essentials* and verified through a crosswalk analysis. Specifically, the featured concepts are found in the introduction, across the domains (within domain descriptors and contextual statements), and within the competencies and sub-competencies. Although not every concept is found within every domain, each concept is represented in most domains – and all domains have multiple concepts represented.

The featured concepts found within the *Essentials* are not of ‘lesser importance’ than a domain. Each of these concepts serves as a core component of knowledge, facts, and skills across multiple situations and contexts within nursing practice. Each concept functions as a hub for transferable knowledge, thus enhancing learning when learners make cognitive links to other information through mental constructs. The integration of concepts within the competencies and sub-competencies is essential for the application throughout the educational experience. As an example, can you imagine delivering person-centered care without also considering diversity, equity, and inclusion? Can you imagine having a conversation about population health without considering ethics and health policy? These concepts truly are interrelated and interwoven within the domains and competencies, serving as a foundation to students’ learning. The featured concepts are:

- *Clinical Judgment*

As one of the key attributes of professional nursing, clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning (Manetti, 2019). This process is used to understand and interpret information in the delivery of care. Clinical decision making based on clinical judgment is directly related to care outcomes.

- *Communication*

Communication, informed by nursing and other theories, is a central component in all areas of nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. The definition encompasses the various ways people interact with each other, including verbal, written, behavioral, body language, touch, and emotion. Communication also includes intentionality, mutuality, partnerships, trust, and presence. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high quality, individualized nursing care. With increasing frequency, communication is delivered through technological modalities. Communication also is a core component of team-based, interprofessional care and closely interrelated with the concept Social Determinants of Health (described below).

- *Compassionate Care*

As an essential principle of person-centered care, compassionate care refers to the way nurses relate to others as human beings and involves “noticing another person’s vulnerability, experiencing an emotional reaction to this, and acting in some way with them in a way that is meaningful for people” (Murray & Tuqiri, 2020). Compassionate care is interrelated with other concepts such as caring, empathy, and respect and is also closely associated with patient satisfaction.

- *Diversity, Equity, and Inclusion*

Collectively, diversity, equity, and inclusion (DEI) refers to a broad range of individual, population, and social constructs and is adapted in the *Essentials* as one of the most visible concepts. Although these are collectively considered a concept, differentiation of each conceptual element leads to enhanced understanding.

Diversity references a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; any impairment that substantially limits a major life activity; religious beliefs; and socioeconomic status. Inclusion represents environmental and organizational cultures in which faculty, students, staff, and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them (AACN, 2017; Bloomberg, 2019). Everyone works to ensure the perspectives and experiences of others are invited, welcomed, acknowledged, and respected in inclusive environments. Equity is the ability to recognize the differences in the resources or knowledge needed to allow individuals to fully participate in society, including access to higher education, with the goal of overcoming obstacles to ensure fairness (Kranich, 2001). To have equitable systems, all people should be treated fairly, unhampered by artificial barriers, stereotypes, or prejudices (Cooper, 2016). Two related concepts that fit within DEI include structural racism and social justice. (See the glossary for definitions of structural racism and social justice.)

- *Ethics*

Core to professional nursing practice, ethics refers to principles that guide a person's behavior. Ethics is closely tied to moral philosophy involving the study of or examination of morality through a variety of different approaches (Tubbs, 2009). There are commonly accepted principles in bioethics that include autonomy, beneficence, non-maleficence, and justice (ANA 2015; ACNM, 2015; AANA, 2018; ICN, 2012). The study of ethics as it relates to nursing practice has led to the exploration of other relevant concepts, including moral distress, moral hazard, moral community, and moral or critical resilience.

- *Evidence-Based Practice*

The delivery of optimal health care requires the integration of current evidence and clinical expertise with individual and family preferences. Evidence-based practice is a problem-solving approach to the delivery of health care that integrates best evidence from studies and patient care data with clinician expertise and patient preferences and values (Melnyk, Fineout-Overhold, Stillwell, & Williamson, 2010). In addition there is a need to consider those scientific studies that ask: whose perspectives are solicited, who creates the evidence, how is that evidence created, what questions remain unanswered, and what harm may be created? Answers to these questions are paramount to incorporating meaningful, culturally safe, evidence-based practice (Nursing Mutual Aid, 2020).

- *Health Policy*

Health policy involves goal directed decision-making about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating for policy that impacts patients and the profession, especially when speaking with a united voice on issues that affect nursing practice and health outcomes. Nurses can have a profound influence on health policy by becoming engaged in the policy process on many levels, which includes interpreting, evaluating, and leading policy change.

- *Social Determinants of Health*

Determinants of health, a broader term, include personal, social, economic, and environmental factors that impact health. Social determinants of health, a primary component of determinants of health “are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks.”

The social determinants of health contribute to wide health disparities and inequities in areas such as economic stability, education quality and access, healthcare quality and access, neighborhood and built environment, and social and community context (Healthy People, 2030). Nursing practices such as assessment, health promotion, access to care, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated with the concepts of diversity, equity, and inclusion, health policy, and communication.

Competencies and Sub-Competencies

The competencies identified in this *Essentials* document provide a bridge between the current and future needs of practice and the requisite education to prepare a competent practitioner. Competence develops over time, is progressive, and reflects the impact of internal and external factors and experiences of the student. Internal factors include education, experience, knowledge, and professional orientation, among others. External forces include the complexity of the learning experience and professional autonomy. While knowledge is essential to the development of competence, it does not in and of itself validate competence (Currier, 2019). Rather, learners progress to successive levels of competence by demonstrating achievement of expectations across the span of their education and practice experience. Students are successful when they meet and sustain measurable competence at each level of performance expectation and are able to transfer their competence across different practice experiences and settings (Josiah Macy Foundation, 2017).

All competencies, organized within the 10 domains, are broad in scope and cross all levels and areas of nursing practice. The competency is intentionally written as a short statement; therefore, it is necessary to be familiar with the contextual statement within the parent domain to fully understand the competency. In other words, the competency is interpreted as a component within the domain. It also should be noted that there is intentional overlap of competencies in several domains to account for differences in the competency or sub-competency context in different domains.

Each competency statement has multiple sub-competencies written at two levels to reflect learner expectations for entry-level and advanced nursing education. These sub-competencies are designed to ‘paint a picture’ of how the competency is achieved at each level. The sub-competencies are designed to be understandable, observable, and measurable by learner, faculty, and future employers. Competencies mature over time and become more sophisticated with ongoing practice.

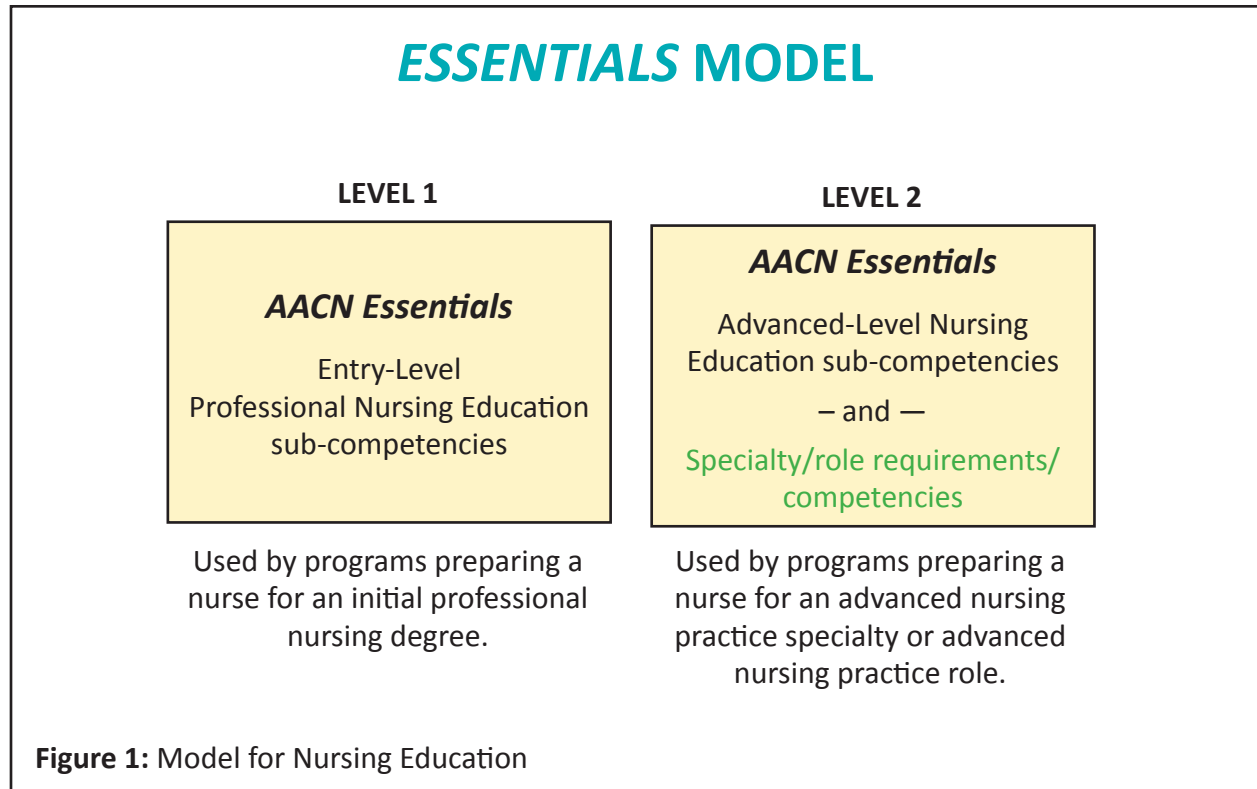
A New Model for Nursing Education

These *Essentials* represents a new direction for nursing education, influenced by AACN's *Vision for Academic Nursing* (AACN, 2019), setting in place a new model for preparing professional nurses, which includes a transition to competency-based education. This model provides the structure across education programs and provides a mechanism to adapt to future changes within nursing education.

Currently, multiple educational programs and degree pathways exist that prepare nurses for similar roles. As an example, there are several types of programs and degrees that prepare students to become a registered nurse, and there are multiple education programs and paths to prepare a nurse practitioner (NP) and multiple types of NP certification. These multiple program options confuse external stakeholders as well as those within our own discipline regarding differences between an academic degree and a role – as if the academic degree signifies a specific nursing role. The new model is an intentional departure from the previous versions of the *Essentials* that were aligned to an academic degree. Thus, a primary intent of the *Essentials* is to create more consistency in graduate outcomes, influenced by the robustness of the learning experiences and demonstration of competencies. By emphasizing the attainment of competencies within an academic program, employers will have a clear expectation of knowledge and skill sets of nursing graduates.

Two levels of sub-competencies reflect the educational stages of nurses as they enter professional practice and as they return to school to advance their education (see Figure 1). The first level sub-competencies set the foundation for nurses entering professional practice. These level one (entry-level) competencies are used within curricula for prelicensure preparation as well as professional nursing degree completion pathways for nurses with initial preparation at the associate degree or diploma level. Although learning experiences may vary across individual programs, they provide an opportunity for learners to demonstrate attainment of competencies in multiple and authentic contexts over time (not a “one and done”/checklist approach).

The second level sub-competencies build and expand the competence of the nurse seeking advanced education in nursing and broadens the breadth of experiences in context and complexity as compared to graduates of entry-level programs. Advanced nursing education affords the student the opportunity to focus on an advanced nursing practice specialty or advanced nursing practice role. Level 2 sub-competencies form the foundation for all advanced education, and as conceptualized, apply to all advanced nursing practice specialties and advanced nursing practice roles. Referencing Thorne's use of “nursing's angle of vision” reinforces the importance of nurses using the unique knowledge and insight of the profession to inform any practice role and to impact the challenges in health care. Competencies designated for an advanced nursing practice specialty (informatics, administration/practice leadership, public health/population health, health policy) or an advanced practice nursing role (certified nurse practitioner, certified nurse-midwife, certified clinical nurse specialist, certified registered nurse anesthetist) are integrated with and complement the *Essentials* competencies.



These *Essentials* represent an opportunity for a future characterized by greater clarity as it relates to expectations of graduates and a more disciplined approach to nursing education. Competencies are used within the academic program as core expectations, thus setting a common standard. Additional elements within a degree plan will allow schools to differentiate degree paths using the same sub-competencies and to distinguish themselves in alignment with various institutional missions. This model adapts to the current state of nursing education, and perhaps more importantly, provides a path for an evolving trajectory for nursing education. Over time, higher education, stakeholder demands, nursing regulatory standards, and economics are among the many forces that will drive the direction and pace of change for nursing education in the future. This model has been designed to adapt to such future changes, not only for the degrees offered, but also for recognized areas of emphasis at the advanced education level by coupling with specialty competencies and/or certification standards.

The *Essentials* do not apply directly to the preparation of nurse researchers in a PhD (or other nursing research-focused) program. However, the second-level sub-competencies could be used by PhD programs to guide core courses for doctoral nursing, particularly for programs offering baccalaureate to PhD degrees. Additionally, for nursing programs offering both DNP and PhD degrees and/or PhD to DNP or DNP to PhD options, the second-level core sub-competencies could form the basis for shared core courses between the two doctoral degree programs – representing efficiencies in program delivery as well as for more seamless pathways from one degree to the other.

Implementing the *Essentials*: Considerations for Curriculum

The domains, competencies, and concepts presented in the *Essentials* provide the platform for curriculum design and program assessment with an intent to produce consistency in outcomes expected of graduates. Although these are major elements incorporated within a curriculum for learning and assessment, they are not to be interpreted as representing the curriculum in its entirety. In other words, it is not intended for courses within nursing curricula to mirror the 10 domains and eight concepts. Instead, the elements used as the *Essentials* framework (domains, concepts, and competencies) should be integrated throughout and across the curriculum. A scaffolded approach ensures students interface with competencies in multiple contexts and with increasing complexity. Nursing programs have a great deal of flexibility in the development and design of curricula, thus preserving the ability of nursing programs to be unique or innovative.

Outcomes, when referred to as student learning outcomes, describe the desired outcomes of the graduate at the completion of the program. The student learning outcomes will reflect attainment of all competencies in addition to any relevant specialty/role competencies and other identified expectations. Course design within curricula reflect the expectations of student learning with clear linkage from course objectives/competencies from within and across courses to end of program student learning outcomes, written as course learning outcomes or course competencies. For this reason, course outcomes should link to the *Essentials* competencies and concepts. Intentional teaching strategies are designed and incorporated throughout the curriculum in multiple contexts and with increasing complexity to provide students multiple opportunities for learning and demonstrating competencies. For the foreseeable future, minimum requirements for practicum experiences are deemed important to provide consistent and quality preparation at both the entry- and advanced-levels for professional nursing practice.

Competencies are assessed as the learner progresses throughout the program; therefore, a robust program assessment plan is needed to measure students' achievement of competencies by the end of the program. Some programs may wish to create "progression indicators" at specified points within a program of study to track learners' achievement of competencies. To demonstrate the integration of competencies across multiple domains with increasing complexity, performance assessments should be integrated in the curriculum throughout the program of study. As such, assessments are performance based and serve as both a learning experience and an evaluation tool. Performance assessment is a multidimensional process, integral to learning, that involves observation and judgment of each student's performance on the basis of explicit criteria, with feedback to the student for improving learning and competency.

In the previous section, the *Essentials Model* featuring two levels of professional nursing education (entry and advanced) was introduced. While the domains, competencies, and concepts are identical for both entry and advanced levels of education, *sub-competencies* are used to differentiate expectations for entry (Level 1) and advanced (Level 2) professional nursing education (see Figure 1). These two levels of sub-competencies reflect the educational stages of nurses—as they enter professional nursing practice and as they advance their education—regardless of the program of study they are completing to advance their education. The following sections detail the expectations for curricula at each of these two levels.

Entry-Level Professional Nursing Education

Programs preparing nurses to enter professional nursing practice (either through prelicensure preparation or through a degree completion pathway for nurses with initial preparation with an associate or diploma degree) use Level 1 sub-competencies within the curriculum. Entry-level professional nursing programs prepare graduates as a generalist for practice across the lifespan and with diverse populations and in four spheres of practice.

Entry-Level Professional Nursing Degree Options

Pre-licensure Programs

Entry-Level Professional Nursing Education sub-competencies (Level 1) are applied across any curriculum preparing for entry to professional nursing practice. Content learned within prerequisite courses is incorporated into the learning and assessment of the sub-competencies as applicable, and attainment of sub-competencies are applied within prerequisite courses. This does not mean that every sub-competency and concept is applied in every course, but it does mean that sub-competencies are not addressed in one course and then disregarded for the remainder of the program. Outcome measures include evidence of attainment of Level 1 sub-competencies, pass rates on the NCLEX-RN® (for traditional and accelerated tracks), and other institutional requirements.

Post-Licensure Degree Programs

Level 1 core sub-competencies also are used in post-licensure or degree completion, first professional programs. Because learners in these programs are already licensed registered nurses, the Level 1 sub-competencies build on knowledge and skills acquired in their initial nursing education program. Verification of prior competency achievement in some domains may result in a shorter timeframe needed to prepare learners in these programs.

All learners in entry-level professional nursing education programs (pre-licensure and post-licensure [degree-completion] programs) will engage in direct patient care learning activities in all four spheres of care and across the lifespan.

Spheres of Care and Entry-Level Professional Nursing Education

All entry-level professional nurses need knowledge and proficiencies to practice across a variety of settings. Accordingly, curricula for entry-level professional nursing education prepare the learner for generalist practice across the lifespan and with diverse populations, focusing on four spheres of care: promotion of health and well-being/disease prevention; chronic disease care; regenerative or restorative care; and hospice/palliative/supportive care (AACN, 2019; Lipstein et al., 2016; Figure 2). Didactic, simulated, laboratory, and clinical learning experiences prepare nurses to practice in these diverse settings. Level 1 sub-competencies apply across the spheres of care, requiring learners to

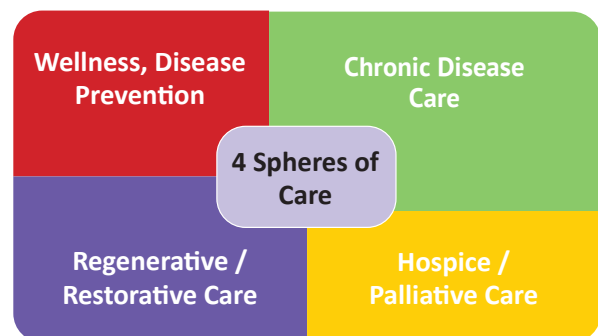


Figure 2: Four Spheres of Care

demonstrate competencies in multiple contexts and settings. Demonstration of the Level 1 sub-competencies by the end of the program will enable the new professional nurse to practice as a generalist in any setting with diverse populations and with all ages.

Although all students will have learning experiences across all four spheres of care, entry-level professional programs could create opportunities for students to gain additional education (through immersion experiences, electives, badges, or certificates) in any of the four spheres. Such a path would allow a graduate to have a defined area of emphasis (if desired) upon graduation, and/or to attain a documented area of emphasis in a post-entry level program certificate option.

Clinical Expectations

Entry-level professional nursing education programs provide rich and varied opportunities for practice experiences (both direct and indirect care experiences) across the four spheres of care, designed to assist the graduate to achieve Level 1 sub-competencies upon completion of the program. Theoretical learning becomes a reality as students are coached to make cognitive connections between the cases or situations presented in the classroom, simulation, or laboratory and in actual practice settings. Clinical experiences also assist the graduate to develop proficiency in cognitive, psychomotor, and affective learning. Clinical experiences are essential for students to care for a variety of individuals, families, groups, and populations across the lifespan and across the four spheres of care. Clinical learning provides opportunities for a student to enhance the provision of care and gain the skills needed to be an effective member of an interprofessional team; thus, interprofessional experiences in a variety of practice settings are essential.

Graduates of all types of entry-level professional nursing education programs need sufficient practice experiences (both direct and indirect care experiences) to demonstrate end-of-program learning outcomes inclusive of all Level 1 sub-competencies. *All learners in entry-level professional nursing education programs (pre-licensure and post-licensure [degree-completion] programs) will engage in direct patient care learning activities in all four spheres of care and across the life span and provide clear evidence of student (Level 1) competency achievement.*

Clinical Sites

Nursing programs are responsible for ensuring clinical placements are safe, supportive, and conducive for learning by individual students or groups of students. The program is responsible for providing sufficient and appropriate clinical sites/placements for students to demonstrate attainment of Level 1 sub-competencies. The program faculty assesses clinical sites to determine that, on the aggregate, clinical experiences provide students learning opportunities to foster interprofessional team practice and to provide care within the four spheres of care and with care recipients from diverse backgrounds and cultures, from different genders and age groups and with different religious and spiritual practices, including those who may be considered most vulnerable. Programs are responsible for informing clinical educators or preceptors about the specific learning that is expected and occurring in didactic and laboratory settings and provide appropriate learning opportunities across settings to reinforce learning as well as demonstrate achievement of competencies (Level 1 sub-competencies) across the 10 *Essentials* domains.

Simulation

Simulation experiences represent an important component of clinical education, serving as a valuable augmentation to direct and indirect care within healthcare settings. Laboratory and simulation experiences provide an effective, safe environment for learning and demonstrating competencies. However, care experiences with actual individuals or groups continue to be the most important component of clinical education. A landmark study conducted by the National Council of State Boards of Nursing concluded that for pre-licensure students “substituting high-quality simulation experiences for up to half of traditional clinical hours produces comparable end-of-program educational outcomes” (Hayden et al., 2014, p. S3). Simulation cannot substitute for all direct care practice experiences in any one sphere or for any one age group. Also, simulation learning experiences should align with best practice standards such as those developed by the International Nursing Association for Clinical Simulation and Learning (INACSL) or the Society for Simulation in Healthcare (SSH). The use of simulation in the curriculum as a replacement of direct patient clinical/practice hours or experiences is also determined by requirements of regulatory entities (i.e., licensing and accrediting bodies).

Practice Synthesis Experience/Immersion

Development of competency attainment is facilitated through use of focused and sustained practice experiences. Immersion experiences provide the learner with the opportunity to integrate the Level 1 sub-competencies. Entry-level professional nursing programs (pre-and post-licensure) must develop immersion or synthesis experiences that allow students to integrate learning and gain experience that facilitates transition into practice. Such experiences provide opportunities to enact principles of the nursing discipline and for building clinical reasoning, management of care, and assessment of clinical outcomes. These opportunities increase the student’s self-confidence, professional identity, and sense of belonging within the profession. Immersion experiences also allow students to integrate previous learning and demonstrate competencies in more complex situations and contexts. Immersion experiences may afford the student an opportunity to focus on a population of interest and clinical role. The immersion experience may occur towards the end of the program as a culminating synthesis experience; and/or there may be one or more immersion experiences at various points in a curriculum. The key is to provide for a concentrated practice experience that approximates professional practice expectations (Fowler et al., 2018; Tratnack et al., 2011).

Advanced-Level Nursing Education

Nursing programs preparing nurses to advance their education beyond entry-level professional nursing practice will incorporate advanced-level nursing education (Level 2) sub-competencies. Advanced-level nursing education programs (degree granting and advanced nursing practice post-graduate certificate programs) intentionally build on Level 1 sub-competencies. Although Level 2 sub-competencies have been written with doctoral education in mind, the actual differentiator for the degree attained does not lie within the sub-competencies themselves, but rather the degree/program requirements – such as the DNP project (described below), role/specialty requirements, and other requirements set by the faculty and institution. While it is not expected that every sub-competency and concept will be applied in every course, sub-competencies are not to be isolated in one or two courses and then disregarded for the rest of the program.

Advanced-level nursing education programs prepare graduates for practice in an advanced nursing practice specialty (informatics, administration/practice leadership, public health/population health, health policy) or an advanced practice nursing role (certified nurse practitioner, certified nurse-midwife, certified clinical nurse specialist, certified registered nurse anesthetist). Advanced-level nursing education programs focus on providing specialty knowledge for graduates to enact specific advanced practice nursing roles or assume advanced nursing specialty practice within the healthcare system. For this reason, specialty competencies, defined by nationally recognized, specialty organizations, represent a major component of advanced-level nursing education programs. Specialty competencies complement and build upon the Level 2 sub-competencies. All graduates of an advanced nursing education program are prepared and eligible for national, advanced nursing practice specialty certification or advanced nursing practice role certification when available. It is noteworthy that specialties evolve over time and new specialties may emerge.

All DNP programs (post-baccalaureate and post-master's) demonstrate that graduates attain and integrate Level 2 sub-competencies and competencies for at least one advanced nursing practice specialty or advanced nursing practice role.

Individuals should seek to advance disciplinary expertise in a chosen nursing specialty or advanced nursing practice role. This expertise is critical to advancing the profession, to expand the influence of the profession for the transformation of health care, and to ensure an informed disciplinary perspective for teaching in the discipline. Advancing education in nursing with the emphasis on teaching and learning alone does not fulfill the achievement of disciplinary expertise. Excellence as an educator is achieved by the collective enterprise for faculty teaching and learning afforded by institutions and applied to discipline-specific teaching.

Advanced Level Practicum Experiences

Advanced-level nursing education programs provide rich and varied opportunities for practice experiences (both direct and indirect care experiences) to prepare graduates with the Level 2 sub-competencies as well as applicable advanced nursing practice specialty/advanced nursing practice role competencies and requirements. Practice experiences build on Level 1 sub-competency achievement and are designed to assist the graduate to achieve Level 2 sub-competencies and applicable specialty competencies upon completion of the program. Practice experiences are required to integrate didactic learning, promote innovative thinking, and test new potential solutions to clinical practice or system issues. Therefore, the development of new skills and practice expectations can be facilitated through use of creative learning opportunities in diverse settings.

All graduates of advanced-level nursing education programs have structured, faculty-designed practice experiences, which may include precepted experiences with faculty oversight and/or experiences with direct faculty supervision. The program is responsible for providing sufficient and appropriate clinical sites/placements for students to demonstrate attainment of Level 2 sub-competencies and applicable specialty competencies. Clinical/practice learning experiences may be accomplished through diverse methodologies, including simulation and virtual technology, and assist the graduate to develop greater proficiency in these competencies, including cognitive, psychomotor, and affective competencies. Use of simulation should align with specialty requirements.

All advanced education practicum experiences must have faculty oversight and be verified and documented as a component of a formal course or plan of study. Programs provide practice placements that are safe, supportive, and conducive for learning. The nursing program faculty determine and assess practice sites to ensure that the site supports student learning with the intended population or scope of practice. Faculty, students, and preceptors must be well informed about the specific competencies that are integrated in the didactic, laboratory, and practice experiences and the method(s) to assess the achievement of the competencies.

Competency Attainment and Practice Experiences

All learners in advanced nursing education programs engage in practice learning activities (both direct and indirect care experiences). Graduates of all advanced nursing education programs need sufficient clinical/practice experiences to demonstrate end-of-program student outcomes, Level 2 sub-competencies, and competencies required by applicable national, specialty organizations and/or for national advanced nursing practice specialty or advanced nursing practice role certification. Programs document clear evidence of competency achievement.

Advanced Education Clinical/Practice Hours

The application of competency-based education to prepare advanced nursing professionals inherently calls to question the role of more traditional time-based requirements. In this *Essentials* model, there is an emphasis on ensuring that all nurses pursuing advanced education attain Level 2 sub-competencies as well as competencies required for an advanced nursing practice specialty or advanced nursing practice role being pursued. The number of required practice (direct and indirect care) hours vary based on advanced specialty/role requirements. These *Essentials* represent a commitment that required hours prepare a consistent product in terms of breadth of preparation and quality to reinforce confidence in our graduates by nursing practice colleagues, other health professionals, and consumers.

Some learners will achieve select competency outcomes more quickly than others. “One and done,” however, does not demonstrate the progressive and consistent nature of competency attainment and the assessment necessary in nursing professional education. Repetition plays a role in reinforcing previously acquired knowledge, skills, values, and attitudes. Repetition also allows for intentional and unintentional complexities and context nuances to be introduced, thus building on minimum competency thresholds. Given the paucity of evidence to support specific experience quantities, case numbers, or hourly requirements that should be achieved, a minimum threshold of hours of practice engagement remains necessary at this time.

The specific clinical/practice experiences and number of practice hours and/or credit hours required depends on these *Essentials*, advanced nursing practice specialty and advanced nursing practice role requirements, and regulatory standards for specialty certifications and licensure. The program must include adequate experiences (in terms of time, diversity, depth, and breadth) to allow attainment and demonstration of all relevant competencies (Level 2 sub-competencies and applicable specialty/role competencies and other requirements) and successful transition to practice demonstrated through program outcomes. The number of in-person practice hours will vary based on student needs and curriculum design. ***Participation in a minimum of 500 practice hours in the discipline of nursing, post entry-level education, and attainment of Level 1 sub-competencies is required for demonstration of the advanced***

level sub-competencies. Some students may require more. These practice hours also provide a foundation for the additional time-based requirements set by specialty organizations or external licensing/certifying bodies, which will require additional practice time for preparation in advanced nursing specialties or advanced nursing practice roles. Hours of practice do not necessarily need to be delineated by competency type (*Essentials* or specialty/role). Some, but not all, Level 2 sub-competencies and/or specialty/role competencies may be demonstrated and assessed concurrently. It is expected that faculty create clinical/practice learning experiences that provide for active learning, repetition, interprofessional engagement, and successive levels of difficulty. As the strength of evidence to support valid and reliable assessment techniques builds, the role of practice experiences and number of hours (e.g., time-based requirements) may evolve in the future.

Immersion Practicum Experiences

Development of competency attainment is facilitated through use of focused and sustained practice experiences. Immersion experiences, expected in advanced nursing education programs, provide the learner with the opportunity to integrate the advanced level sub-competencies and applicable specialty competencies. An immersion also provides an opportunity for the learner to focus on a population of interest, an advanced nursing role, or specialty area of study. Placement of integrated or immersion experiences may vary and depend upon the program's design, curriculum, and specialty requirements.

Simulation

Simulation experiences represent an important component of clinical/practice education, serving as a valuable augmentation to direct clinical care or practice within healthcare settings. Laboratory and simulation experiences provide an effective, safe environment for learning and demonstrating competencies, particularly high-risk and low-frequency experiences. However, practice experiences in actual practice settings continue to represent the most important component of nursing practice education and are required in advanced nursing programs for the learning and demonstration of the Level 2 sub-competencies and integration of specialty competencies. Simulation learning experiences align with best practice standards such as those developed by the International Nursing Association for Clinical Simulation and Learning (INACSL) or the Society for Simulation in Healthcare (SSH). The use of simulation in the curriculum as a replacement of direct patient clinical/practice hours or experiences is also determined by requirements of national specialty education, certification entities, and regulatory entities.

Practice experiences may include simulated experiences for the attainment of a portion of the Level 2 sub-competencies, particularly for experiences that are high risk and low frequency or may not be available to all students, and in accordance with requirements set forth by specialty organizations and/or licensing/certifying bodies. Regardless of the design of the experiences, programs are expected to document attainment of these sub-competencies through varied and comprehensive assessment methods across the curriculum.

DNP Scholarly Project/Product

There are many past, present, and projected healthcare dilemmas that call for healthcare transformation. Nurses, as members of the healthcare team, are expected to assume a prominent role in addressing these dilemmas. Nurses cannot be expected to significantly

impact healthcare transformation unless their educational preparation provides them with opportunities to learn and employ scholarship, leadership, and teamwork skills to advance practice. *A scholarly work that aims to improve clinical practice, therefore, is required of students completing a practice doctorate in nursing.* Collaboration with practice partners whenever possible will maximize the impact of the student experience.

The scholarly work may take on various final forms depending on the academic institution's requirements and the student's area (specialty or role) of study/practice. Key elements of the scholarly work include problem identification; a search, analysis, and synthesis of the literature and evidence; translating evidence to construct a strategy or method to address a problem; designing a plan for implementation and actual implementation when possible, and an evaluation of the outcomes, process, and/or experience. Faculty may identify additional elements deemed necessary to meet the expected outcomes of the curriculum. Programs are encouraged to support innovation in the design and dissemination of the final project without reducing the substantive nature of the work. A literature review that lacks applicability to affect a practice improvement or the other elements identified above would not constitute a scholarly work that aligns with this *Essentials* model. Similarly, a portfolio may be used as a tool to enhance the development and presentation of a project but may not be the sole deliverable product of the student's scholarly work.

The scholarly work should not be a separate disaggregated part of the plan of study. Instead, faculty should consider how the development of the scholarly work is integrated throughout the curriculum, allowing for dissemination of the results prior to program completion. The intent is that this scholarly work reflects the longitudinal attainment of advanced level sub-competencies, going across the curriculum and allowing for the evolution of ideas. There also is a need to ensure an understanding by the student of the connection between the scholarly work and application to future practice. This will promote integration of advanced nursing education competencies into future practice.

Dissemination methods for the scholarly work are determined by the student in consultation with the faculty and may include a variety of methods. Dissemination may include a final written product that is presented to a defined group of stakeholders, such as members of the practice and/or university community or participants at a local, state, or national professional meeting. Other possible examples of dissemination include poster presentations, a manuscript under review and/or submission for publication, an educational presentation, or a podcast.

Faculty with appropriate specialty and academic credentials are involved in the planning, formation, and evaluation of the student's scholarly work. In some instances, additional experts/mentors/ partners/facilitators can be formal or informal collaborators and provide intermittent or limited support throughout the project phases as needed. Evaluation of the student's scholarly work may include a combination of methods, including faculty, expert, and/or peer evaluation. Programs tailor scholarly work evaluation and approval processes per institution's, the program's, and/or appropriate committee's requirements. Evaluation of the final DNP project is the responsibility of the faculty.

In summary:

- These program requirements do not modify any additional requirements for any advanced specialty or role preparation, including the requirement for all Advanced Practice Registered Nurse (APRNs) education to include three graduate-level courses delineated in *The Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, and Education* (2006; see glossary).
- All graduates of an advanced-level nursing education program are prepared for practice in an advanced nursing specialty (informatics, administration/practice leadership, public health/population health, or health policy) or for an advanced nursing practice role (nurse practitioner, certified nurse-midwife, certified clinical nurse specialist, certified registered nurse anesthetist).
- All DNP students will complete a scholarly project/product, which will be evaluated by faculty; DNP students will demonstrate the attainment and integration of the Level 1 sub-competencies, Level 2 sub-competencies, and advanced specialty/role competencies into practice.

Domains, Competencies, and Sub-Competencies for Entry-level Professional Nursing Education and Advanced-level Nursing Education

Domain 1: Knowledge for Nursing Practice

Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Contextual Statement: Knowledge for Nursing Practice provides the context for understanding nursing as a scientific discipline. The lens of nursing, informed by nursing history, knowledge, and science, reflects nursing’s desire to incorporate multiple perspectives into nursing practice, leading to nursing’s unique way of knowing and caring.

Preparation in both liberal arts and sciences and professional nursing coursework provides graduates with the essential abilities to function as independent, intellectually curious, socially responsible, competent practitioners (Tobbell, 2018). A liberal education creates the foundation for the development of intellectual and practical abilities within the context of nursing. Further, liberal education is the key to understanding self and others; contributes to safe, quality care; and informs the development of clinical judgment.

| Entry-Level Professional Nursing Education | Advanced-Level Nursing Education |
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| 1.1 Demonstrate an understanding of the discipline of nursing’s distinct perspective and where shared perspectives exist with other disciplines | |
| 1.1a Identify concepts, derived from theories from nursing and other disciplines, which distinguish the practice of nursing. | 1.1e Translate evidence from nursing science as well as other sciences into practice. |
| 1.1b Apply knowledge of nursing science that develops a foundation for nursing practice. | 1.1f Demonstrate the application of nursing science to practice. |
| 1.1c Understand the historical foundation of nursing as the relationship developed between the individual and nurse. | 1.1g Integrate an understanding of nursing history in advancing nursing’s influence in health care. |
| 1.1d Articulate nursing’s distinct perspective to practice. | |
| 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences. | |
| 1.2a Apply or employ knowledge from nursing science as well as the natural, physical, and social sciences to build an understanding of the human experience and nursing practice. | 1.2f Synthesize knowledge from nursing and other disciplines to inform education, practice, and research. |

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| 1.2b Demonstrate intellectual curiosity. | 1.2g Apply a systematic and defensible approach to nursing practice decisions. |
| 1.2c Demonstrate social responsibility as a global citizen who fosters the attainment of health equity for all. | 1.2h Employ ethical decision making to assess, intervene, and evaluate nursing care. |
| 1.2d Examine influence of personal values in decision making for nursing practice. | 1.2i Demonstrate socially responsible leadership. |
| 1.2e Demonstrate ethical decision making. | 1.2j Translate theories from nursing and other disciplines to practice. |
| 1.3 Demonstrate clinical judgment founded on a broad knowledge base. | |
| 1.3a Demonstrate clinical reasoning. | 1.3d Integrate foundational and advanced specialty knowledge into clinical reasoning. |
| 1.3b Integrate nursing knowledge (theories, multiple ways of knowing, evidence) and knowledge from other disciplines and inquiry to inform clinical judgment. | 1.3e Synthesize current and emerging evidence to influence practice. |
| 1.3c Incorporate knowledge from nursing and other disciplines to support clinical judgment. | 1.3f Analyze decision models from nursing and other knowledge domains to improve clinical judgment. |

Domain 2: Person-Centered Care

Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Contextual Statement: Person-centered care is the core purpose of nursing as a discipline. This purpose intertwines with any functional area of nursing practice, from the point of care where the hands of those that give and receive care meet, to the point of systems-level nursing leadership. Foundational to person-centered care is respect for diversity, differences, preferences, values, needs, resources, and the determinants of health unique to the individual. The person is a full partner and the source of control in team-based care. Person-centered care requires the intentional presence of the nurse seeking to know the totality of the individual’s lived experiences and connections to others (family, important others, community). As a scientific and practice discipline, nurses employ a relational lens that fosters mutuality, active participation, and individual empowerment. This focus is foundational to educational preparation from entry to advanced levels irrespective of practice areas.

With an emphasis on diversity, equity, and inclusion, person-centered care is based on best evidence and clinical judgment in the planning and delivery of care across time, spheres of care, and developmental levels. Contributing to or making diagnoses is one essential aspect of nursing practice and critical to an informed plan of care and improving outcomes of care (Olson et al., 2019). Diagnoses at the system-level are equally as relevant, affecting operations that impact care for individuals. Person-centered care results in shared meaning with the healthcare team, recipient of care, and the healthcare system, thus creating humanization of wellness and healing from birth to death.

| Entry-Level Professional Nursing Education | Advanced-Level Nursing Education |
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| 2.1 Engage with the individual in establishing a caring relationship. | |
| 2.1a Demonstrate qualities of empathy. | 2.1d Promote caring relationships to effect positive outcomes. |
| 2.1b Demonstrate compassionate care. | 2.1e Foster caring relationships. |
| 2.1c Establish mutual respect with the individual and family. | |
| 2.2 Communicate effectively with individuals. | |
| 2.2a Demonstrate relationship-centered care. | 2.2g Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences. |
| 2.2b Consider individual beliefs, values, and personalized information in communications. | 2.2h Design evidence-based, person-centered engagement materials. |

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| 2.2c Use a variety of communication modes appropriate for the context. | 2.2i Apply individualized information, such as genetic/genomic, pharmacogenetic, and environmental exposure information in the delivery of personalized health care. |
| 2.2d Demonstrate the ability to conduct sensitive or difficult conversations. | 2.2j Facilitate difficult conversations and disclosure of sensitive information. |
| 2.2e Use evidence-based patient teaching materials, considering health literacy, vision, hearing, and cultural sensitivity. | |
| 2.2f Demonstrate emotional intelligence in communications. | |
| 2.3 Integrate assessment skills in practice. | |
| 2.3a Create an environment during assessment that promotes a dynamic interactive experience. | 2.3h Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice. |
| 2.3b Obtain a complete and accurate history in a systematic manner. | |
| 2.3c Perform a clinically relevant, holistic health assessment. | |
| 2.3d Perform point of care screening/diagnostic testing (e.g. blood glucose, PO2, EKG). | |
| 2.3e Distinguish between normal and abnormal health findings. | |
| 2.3f Apply nursing knowledge to gain a holistic perspective of the person, family, community, and population. | |
| 2.3g Communicate findings of a comprehensive assessment. | |
| 2.4 Diagnose actual or potential health problems and needs. | |
| 2.4a Synthesize assessment data in the context of the individual's current preferences, situation, and experience. | 2.4f Employ context driven, advanced reasoning to the diagnostic and decision-making process. |
| 2.4b Create a list of problems/health concerns. | 2.4g Integrate advanced scientific knowledge to guide decision making. |
| 2.4c Prioritize problems/health concerns. | |

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| 2.4d Understand and apply the results of social screening, psychological testing, laboratory data, imaging studies, and other diagnostic tests in actions and plans of care. | |
| 2.4e Contribute as a team member to the formation and improvement of diagnoses. | |
| 2.5 Develop a plan of care. | |
| 2.5a Engage the individual and the team in plan development. | 2.5h Lead and collaborate with an interprofessional team to develop a comprehensive plan of care. |
| 2.5b Organize care based on mutual health goals. | 2.5i Prioritize risk mitigation strategies to prevent or reduce adverse outcomes. |
| 2.5c Prioritize care based on best evidence. | 2.5j Develop evidence-based interventions to improve outcomes and safety. |
| 2.5d Incorporate evidence-based intervention to improve outcomes and safety. | 2.5k Incorporate innovations into practice when evidence is not available. |
| 2.5e Anticipate outcomes of care (expected, unexpected, and potentially adverse). | |
| 2.5f Demonstrate rationale for plan. | |
| 2.5g Address individuals' experiences and perspectives in designing plans of care. | |
| 2.6 Demonstrate accountability for care delivery. | |
| 2.6a Implement individualized plan of care using established protocols. | 2.6e Model best care practices to the team. |
| 2.6b Communicate care delivery through multiple modalities. | 2.6f Monitor aggregate metrics to assure accountability for care outcomes. |
| 2.6c Delegate appropriately to team members. | 2.6g Promote delivery of care that supports practice at the full scope of education. |
| 2.6d Monitor the implementation of the plan of care. | 2.6h Contribute to the development of policies and processes that promote transparency and accountability. |
| | 2.6i Apply current and emerging evidence to the development of care guidelines/tools. |
| | 2.6j Ensure accountability throughout transitions of care across the health continuum. |

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| 2.7 Evaluate outcomes of care. | |
| 2.7a Reassess the individual to evaluate health outcomes/goals. | 2.7d Analyze data to identify gaps and inequities in care and monitor trends in outcomes. |
| 2.7b Modify plan of care as needed. | 2.7e Monitor epidemiological and system-level aggregate data to determine healthcare outcomes and trends. |
| 2.7c Recognize the need for modifications to standard practice. | 2.7f Synthesize outcome data to inform evidence-based practice, guidelines, and policies. |
| 2.8 Promote self-care management. | |
| 2.8a Assist the individual to engage in self-care management. | 2.8f Develop strategies that promote self-care management. |
| 2.8b Employ individualized educational strategies based on learning theories, methodologies, and health literacy. | 2.8g Incorporate the use of current and emerging technologies to support self-care management. |
| 2.8c Educate individuals and families regarding self-care for health promotion, illness prevention, and illness management. | 2.8h Employ counseling techniques, including motivational interviewing, to advance wellness and self-care management. |
| 2.8d Respect individuals and families' self-determination in their healthcare decisions. | 2.8i Evaluate adequacy of resources available to support self-care management. |
| 2.8e Identify personal, system, and community resources available to support self-care management. | 2.8j Foster partnerships with community organizations to support self-care management. |
| 2.9 Provide care coordination. | |
| 2.9a Facilitate continuity of care based on assessment of assets and needs. | 2.9f Evaluate communication pathways among providers and others across settings, systems, and communities. |
| 2.9b Communicate with relevant stakeholders across health systems. | 2.9g Develop strategies to optimize care coordination and transitions of care. |
| 2.9c Promote collaboration by clarifying responsibilities among individual, family, and team members. | 2.9h Guide the coordination of care across health systems. |
| 2.9d Recognize when additional expertise and knowledge is needed to manage the patient. | 2.9i Analyze system-level and public policy influence on care coordination. |
| 2.9e Provide coordination of care of individuals and families in collaboration with care team. | 2.9j Participate in system-level change to improve care coordination across settings. |

Domain 3: Population Health

Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes. (Kindig & Stoddart, 2003; Kindig, 2007; Swartout & Bishop, 2017; CDC, 2020).

Contextual Statement: A population is a discrete group that the nurse and others care for across settings at local, regional, national, and global levels. Population health spans the healthcare delivery continuum, including public health, acute care, ambulatory care, and long-term care. Population health also encompasses collaborative activities among stakeholders – all relevant individuals and organizations involved in care, including patients and communities themselves - for the improvement of a population’s health status. The purpose of these collaborative activities, including development of interventions and policies, is to strive towards health equity and improved health for all. Diversity, equity, inclusion, and ethics must be emphasized and valued. Accountability for outcomes is shared by all, since outcomes arise from multiple factors that influence the health of a defined group. Population health includes population management through systems thinking, including health promotion and illness prevention, to achieve population health goals (Storfjell, Wehtle, Winslow, & Saunders, 2017). Nurses play a critical role in advocating for, developing, and implementing policies that impact population health globally and locally. In addition, nurses respond to crises and provide care during emergencies, disasters, epidemics, or pandemics. They play an essential role in system preparedness and ethical response initiatives. Although each type of public health emergency will likely require a unique set of competencies, preparedness for responding begins with a population health perspective and a particular focus on surveillance, prevention, and containment of factors contributing to the emergency.

| Entry-Level Professional Nursing Education | Advanced-Level Nursing Education |
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| 3.1 Manage population health. | |
| 3.1a Define a target population including its functional and problem-solving capabilities (anywhere in the continuum of care). | 3.1j Assess the efficacy of a system’s capability to serve a target sub-population’s healthcare needs. |
| 3.1b Assess population health data. | 3.1k Analyze primary and secondary population health data for multiple populations against relevant benchmarks. |
| 3.1c Assess the priorities of the community and/or the affected clinical population. | 3.1l Use established or evolving methods to determine population-focused priorities for care. |
| 3.1d Compare and contrast local, regional, national, and global benchmarks to identify health patterns across populations. | 3.1m Develop a collaborative approach with relevant stakeholders to address population healthcare needs, including evaluation methods. |

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| 3.1e Apply an understanding of the public health system and its interfaces with clinical health care in addressing population health needs. | 3.1n Collaborate with appropriate stakeholders to implement a sociocultural and linguistically responsive intervention plan. |
| 3.1f Develop an action plan to meet an identified need(s), including evaluation methods. | |
| 3.1g Participate in the implementation of sociocultural and linguistically responsive interventions. | |
| 3.1h Describe general principles and practices for the clinical management of populations across the age continuum. | |
| 3.1i Identify ethical principles to protect the health and safety of diverse populations. | |
| 3.2 Engage in effective partnerships. | |
| 3.2a Engage with other health professionals to address population health issues. | 3.2d Ascertain collaborative opportunities for individuals and organizations to improve population health. |
| 3.2b Demonstrate effective collaboration and mutual accountability with relevant stakeholders. | 3.2e Challenge biases and barriers that impact population health outcomes. |
| 3.2c Use culturally and linguistically responsive communication strategies. | 3.2f Evaluate the effectiveness of partnerships for achieving health equity. |
| | 3.2g Lead partnerships to improve population health outcomes. |
| | 3.2h Assess preparation and readiness of partners to organize during natural and manmade disasters. |
| 3.3 Consider the socioeconomic impact of the delivery of health care. | |
| 3.3a Describe access and equity implications of proposed intervention(s). | 3.3c Analyze cost-benefits of selected population-based interventions. |
| 3.3b Prioritize patient-focused and/or community action plans that are safe, effective, and efficient in the context of available resources. | 3.3d Collaborate with partners to secure and leverage resources necessary for effective, sustainable interventions. |
| | 3.3e Advocate for interventions that maximize cost-effective, accessible, and equitable resources for populations. |
| | 3.3f Incorporate ethical principles in resource allocation in achieving equitable health. |

| 3.4 Advance equitable population health policy. | |
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| 3.4a Describe policy development processes. | 3.4f Identify opportunities to influence the policy process. |
| 3.4b Describe the impact of policies on population outcomes, including social justice and health equity. | 3.4g Design comprehensive advocacy strategies to support the policy process. |
| 3.4c Identify best evidence to support policy development. | 3.4h Engage in strategies to influence policy change. |
| 3.4d Propose modifications to or development of policy based on population findings. | 3.4i Contribute to policy development at the system, local, regional, or national levels. |
| 3.4e Develop an awareness of the interconnectedness of population health across borders. | 3.4j Assess the impact of policy changes. |
| | 3.4k Evaluate the ability of policy to address disparities and inequities within segments of the population. |
| | 3.4l Evaluate the risks to population health associated with globalization. |
| 3.5 Demonstrate advocacy strategies. | |
| 3.5a Articulate a need for change. | 3.5f Appraise advocacy priorities for a population. |
| 3.5b Describe the intent of the proposed change. | 3.5g Strategize with an interdisciplinary group and others to develop effective advocacy approaches. |
| 3.5c Define stakeholders, including members of the community and/or clinical populations, and their level of influence. | 3.5h Engage in relationship-building activities with stakeholders at any level of influence, including system, local, state, national, and/or global. |
| 3.5d Implement messaging strategies appropriate to audience and stakeholders. | 3.5i Demonstrate leadership skills to promote advocacy efforts that include principles of social justice, diversity, equity, and inclusion. |
| 3.5e Evaluate the effectiveness of advocacy actions. | |
| 3.6 Advance preparedness to protect population health during disasters and public health emergencies. | |
| 3.6a Identify changes in conditions that might indicate a disaster or public health emergency. | 3.6f Collaboratively initiate rapid response activities to protect population health. |

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| 3.6b Understand the impact of climate change on environmental and population health. | 3.6g Participate in ethical decision making that includes diversity, equity, and inclusion in advanced preparedness to protect populations. |
| 3.6c Describe the health and safety hazards of disasters and public health emergencies. | 3.6h Collaborate with interdisciplinary teams to lead preparedness and mitigation efforts to protect population health with attention to the most vulnerable populations. |
| 3.6d Describe the overarching principles and methods regarding personal safety measures, including personal protective equipment (PPE). | 3.6i Coordinate the implementation of evidence-based infection control measures and proper use of personal protective equipment. |
| 3.6e Implement infection control measures and proper use of personal protective equipment. | 3.6j Contribute to system-level planning, decision making, and evaluation for disasters and public health emergencies. |

Domain 4: Scholarship for the Nursing Discipline

Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (AACN, 2018).

Contextual Statement: Nursing scholarship informs science, enhances clinical practice, influences policy, and impacts best practices for educating nurses as clinicians, scholars, and leaders. Scholarship is inclusive of discovery, application, integration, and teaching. While not all inclusive, the scholarship of discovery includes primary empirical research, analysis of large data sets, theory development, and methodological studies. The scholarship of practice interprets, draws together, applies, and brings new insight to original research (Boyer, 1990; AACN 2018).

Knowledge of the basic principles of the research process, including the ability to critique research and determine its applicability to nursing’s body of knowledge, is critical. Ethical comportment in the conduct and dissemination of research and advocacy for human subjects are essential components of nursing’s role in the process of improving health and health care. Whereas the research process is the generation of new knowledge, evidence-based practice (EBP) is the process for the application, translation, and implementation of best evidence into clinical decision-making. While evidence may emerge from research, EBP extends beyond just data to include patient preferences and values as well as clinical expertise. Nurses, as innovators and leaders within the interprofessional team, use the uniqueness of nursing in nurse-patient relationships to provide optimal care and address health inequities, structural racism, and systemic inequity.

| Entry-Level Professional Nursing Education | Advanced-Level Nursing Education |
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| 4.1 Advance the scholarship of nursing. | |
| 4.1a Demonstrate an understanding of different approaches to scholarly practice. | 4.1h Apply and critically evaluate advanced knowledge in a defined area of nursing practice. |
| 4.1b Demonstrate application of different levels of evidence. | 4.1i Engage in scholarship to advance health. |
| 4.1c Apply theoretical framework(s)/models in practice. | 4.1j Discern appropriate applications of quality improvement, research, and evaluation methodologies. |
| 4.1d Demonstrate an understanding of basic elements of the research process. | 4.1k Collaborate to advance one’s scholarship. |
| 4.1e Participate in scholarly inquiry as a team member. | 4.1l Disseminate one’s scholarship to diverse audiences using a variety of approaches or modalities. |
| 4.1f Evaluate research. | 4.1m Advocate within the interprofessional team and with other stakeholders for the contributions of nursing scholarship. |
| 4.1g Communicate scholarly findings. | |

| 4.2 Integrate best evidence into nursing practice. | |
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| 4.2a Evaluate clinical practice to generate questions to improve nursing care. | 4.2f Use diverse sources of evidence to inform practice. |
| 4.2b Evaluate appropriateness and strength of the evidence. | 4.2g Lead the translation of evidence into practice. |
| 4.2c Use best evidence in practice. | 4.2h Address opportunities for innovation and changes in practice. |
| 4.2d Participate in the implementation of a practice change to improve nursing care. | 4.2i Collaborate in the development of new/revised policy or regulation in the light of new evidence. |
| 4.2e Participate in the evaluation of outcomes and their implications for practice. | 4.2j Articulate inconsistencies between practice policies and best evidence. |
| | 4.2k Evaluate outcomes and impact of new practices based on the evidence. |
| 4.3 Promote the ethical conduct of scholarly activities. | |
| 4.3a Explain the rationale for ethical research guidelines, including Institutional Review Board (IRB) guidelines. | 4.3e Identify and mitigate potential risks and areas of ethical concern in the conduct of scholarly activities. |
| 4.3b Demonstrate ethical behaviors in scholarly projects including quality improvement and EBP initiatives. | 4.3f Apply IRB guidelines throughout the scholarship process. |
| 4.3c Advocate for the protection of participants in the conduct of scholarly initiatives. | 4.3g Ensure the protection of participants in the conduct of scholarship. |
| 4.3d Recognize the impact of equity issues in research. | 4.3h Implement processes that support ethical conduct in practice and scholarship. |
| | 4.3i Apply ethical principles to the dissemination of nursing scholarship. |

Domain 5: Quality and Safety

Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Contextual Statement: Provision of safe, quality care necessitates knowing and using established and emerging principles of safety science in care delivery. Quality and safety encompass provider and recipient safety and the recognition of synergy between the two. Quality or safety challenges are viewed primarily as the result of system failures, as opposed to the errors of an individual. In an environment fostering quality and safety, caregivers are empowered and encouraged to promote safety and take appropriate action to prevent and report adverse events and near misses. Fundamental to the provision of safe, quality care, providers of care adopt, integrate, and disseminate current practice guidelines and evidence-based interventions.

Safety is inclusive of attending to work environment hazards, such as violence, burnout, ergonomics, and chemical and biological agents; there is a synergistic relationship between employee safety and patient safety. A safe and just environment minimizes risk to both recipients and providers of care. It requires a shared commitment *to create and maintain* a physically, psychologically, secure, and just environment. Safety demands an obligation to remain non-punitive in detecting, reporting, and analyzing errors, possible exposures, and near misses when they occur.

Quality and safety are interdependent, as safety is a necessary attribute of quality care. For quality health care to exist, care must be safe, effective, timely, efficient, equitable, and person-centered. Quality care is the extent to which care services improve desired health outcomes and are consistent with patient preferences and current professional knowledge (IOM, 2001). Additionally, quality care includes collaborative engagement with the recipient of care in assuming responsibility for health promotion and illness treatment behaviors. Quality care both improves desired health outcomes, and prevents harm (IOM, 2001). Addressing contributors and barriers to quality and safety, at both individual and system levels, are necessary. Essentially, everyone in health care is responsible for quality care and patient safety. Nurses are uniquely positioned to lead or co-lead teams that address the improvement of quality and safety because of their knowledge and ethical code (ANA Code of Ethics, 2015). Increasing complexity of care has contributed to continued gaps in healthcare safety.

| Entry-Level Professional Nursing Education | Advanced-Level Nursing Education |
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| 5.1 Apply quality improvement principles in care delivery. | |
| 5.1a Recognize nursing’s essential role in improving healthcare quality and safety. | 5.1i Establish and incorporate data driven benchmarks to monitor system performance. |
| 5.1b Identify sources and applications of national safety and quality standards to guide nursing practice. | 5.1j Use national safety resources to lead team-based change initiatives. |

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| 5.1c Implement standardized, evidence-based processes for care delivery. | 5.1k Integrate outcome metrics to inform change and policy recommendations. |
| 5.1d Interpret benchmark and unit outcome data to inform individual and microsystem practice. | 5.1l Collaborate in analyzing organizational process improvement initiatives. |
| 5.1e Compare quality improvement methods in the delivery of patient care. | 5.1m Lead the development of a business plan for quality improvement initiatives. |
| 5.1f Identify strategies to improve outcomes of patient care in practice. | 5.1n Advocate for change related to financial policies that impact the relationship between economics and quality care delivery. |
| 5.1g Participate in the implementation of a practice change. | 5.1o Advance quality improvement practices through dissemination of outcomes. |
| 5.1h Develop a plan for monitoring quality improvement change. | |
| 5.2 Contribute to a culture of patient safety. | |
| 5.2a Describe the factors that create a culture of safety. | 5.2g Evaluate the alignment of system data and comparative patient safety benchmarks. |
| 5.2b Articulate the nurse’s role within an interprofessional team in promoting safety and preventing errors and near misses. | 5.2h Lead analysis of actual errors, near misses, and potential situations that would impact safety. |
| 5.2c Examine basic safety design principles to reduce risk of harm. | 5.2i Design evidence-based interventions to mitigate risk. |
| 5.2d Assume accountability for reporting unsafe conditions, near misses, and errors to reduce harm. | 5.2j Evaluate emergency preparedness system-level plans to protect safety. |
| 5.2e Describe processes used in understanding causes of error. | |
| 5.2f Use national patient safety resources, initiatives, and regulations at the point of care. | |

| 5.3 Contribute to a culture of provider and work environment safety. | |
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| 5.3a Identify actual and potential level of risks to providers within the workplace. | 5.3e Advocate for structures, policies, and processes that promote a culture of safety and prevent workplace risks and injury. |
| 5.3b Recognize how to prevent workplace violence and injury. | 5.3f Foster a just culture reflecting civility and respect. |
| 5.3c Promote policies for prevention of violence and risk mitigation. | 5.3g Create a safe and transparent culture for reporting incidents. |
| 5.3d Recognize one's role in sustaining a just culture reflecting civility and respect. | 5.3h Role model and lead well-being and resiliency for self and team. |

Domain 6: Interprofessional Partnerships

Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Contextual Statement: Professional partnerships that include interprofessional, intraprofessional, and paraprofessional partnerships, build on a consistent demonstration of core professional values (altruism, excellence, caring, ethics, respect, communication, and shared accountability) in the provision of team-based, person-centered care. Nursing knowledge and expertise uniquely contributes to the intentional work within teams and in concert with patient, family, and community preferences and goals. Interprofessional partnerships require a coordinated, integrated, and collaborative implementation of the unique knowledge, beliefs, and skills of the full team for the end purpose of optimized care delivery. Effective collaboration requires an understanding of team dynamics and an ability to work effectively in care-oriented teams. Leadership of the team varies depending on needs of the individual, community, population, and context of care.

| Entry-Level Professional Nursing Education | Advanced-Level Nursing Education |
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| 6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery. | |
| 6.1a Communicate the nurse’s roles and responsibilities clearly. | 6.1g Evaluate effectiveness of interprofessional communication tools and techniques to support and improve the efficacy of team-based interactions. |
| 6.1b Use various communication tools and techniques effectively. | 6.1h Facilitate improvements in interprofessional communications of individual information (e.g. EHR). |
| 6.1c Elicit the perspectives of team members to inform person-centered care decision making. | 6.1i Role model respect for diversity, equity, and inclusion in team-based communications. |
| 6.1d Articulate impact of diversity, equity, and inclusion on team-based communications. | 6.1j Communicate nursing’s unique disciplinary knowledge to strengthen interprofessional partnerships. |
| 6.1e Communicate individual information in a professional, accurate, and timely manner. | 6.1k Provide expert consultation for other members of the healthcare team in one’s area of practice. |
| 6.1f Communicate as informed by legal, regulatory, and policy guidelines. | 6.1l Demonstrate capacity to resolve interprofessional conflict. |
| 6.2 Perform effectively in different team roles, using principles and values of team dynamics. | |
| 6.2a Apply principles of team dynamics, including team roles, to facilitate effective team functioning. | 6.2g Integrate evidence-based strategies and processes to improve team effectiveness and outcomes. |

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| 6.2b Delegate work to team members based on their roles and competency. | 6.2h Evaluate the impact of team dynamics and performance on desired outcomes. |
| 6.2c Engage in the work of the team as appropriate to one's scope of practice and competency. | 6.2i Reflect on how one's role and expertise influences team performance. |
| 6.2d Recognize how one's uniqueness (as a person and a nurse) contributes to effective interprofessional working relationships. | 6.2j Foster positive team dynamics to strengthen desired outcomes. |
| 6.2e Apply principles of team leadership and management. performance to improve quality and assure safety. | |
| 6.2f Evaluate performance of individual and team to improve quality and promote safety. | |
| 6.3 Use knowledge of nursing and other professions to address healthcare needs. | |
| 6.3a Integrate the roles and responsibilities of healthcare professionals through interprofessional collaborative practice. | 6.3d Direct interprofessional activities and initiatives. |
| 6.3b Leverage roles and abilities of team members to optimize care. | |
| 6.3c Communicate with team members to clarify responsibilities in executing plan of care. | |
| 6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values. | |
| 6.4a Demonstrate an awareness of one's biases and how they may affect mutual respect and communication with team members. | 6.4e Practice self-assessment to mitigate conscious and implicit biases toward other team members. |
| 6.4b Demonstrate respect for the perspectives and experiences of other professions. | 6.4f Foster an environment that supports the constructive sharing of multiple perspectives and enhances interprofessional learning. |
| 6.4c Engage in constructive communication to facilitate conflict management. | 6.4g Integrate diversity, equity, and inclusion into team practices. |
| 6.4d Collaborate with interprofessional team members to establish mutual healthcare goals for individuals, communities, or populations. | 6.4h Manage disagreements, conflicts, and challenging conversations among team members. |
| | 6.4i Promote an environment that advances interprofessional learning. |

Domain 7: Systems-Based Practice

Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.

Contextual Statement: Using evidence-based methodologies, nurses lead innovative solutions to address complex health problems and ensure optimal care. Understanding of systems-based practice is foundational to the delivery of quality care and incorporates key concepts of organizational structure, including relationships among macro-, meso-, and microsystems across healthcare settings. Knowledge of financial and payment models relative to reimbursement and healthcare costs is essential. In addition, the impact of local, regional, national, and global structures, systems, and regulations on individuals and diverse populations must be considered when evaluating patient outcomes. As change agents and leaders, nurses possess the intellectual capacity to be agile in response to continually evolving healthcare systems, to address structural racism and other forms of discrimination, and to advocate for the needs of diverse populations. Systems-based practice is predicated on an ethical practice environment where professional and organizational values are aligned, and structures and processes enable ethical practice by all members of the institution.

Integrated healthcare systems are highly complex, and gaps or failures in service and delivery can cause ineffective, harmful outcomes. These outcomes also span individual through global networks. Cognitive shifting from focused to big picture is a crucial skill set. Similarly, the ability for nurses to predict change, employ improvement strategies, and exercise fiscal prudence are critical skills. System awareness, innovation, and design also are needed to address such issues as structural racism and systemic inequity.

| Entry-Level Professional Nursing Education | Advanced-Level Nursing Education |
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| 7.1 Apply knowledge of systems to work effectively across the continuum of care. | |
| 7.1a Describe organizational structure, mission, vision, philosophy, and values. | 7.1e Participate in organizational strategic planning. |
| 7.1b Explain the relationships of macrosystems, mesosystems, and microsystems. | 7.1f Participate in system-wide initiatives that improve care delivery and/or outcomes. |
| 7.1c Differentiate between various healthcare delivery environments across the continuum of care. | 7.1g Analyze system-wide processes to optimize outcomes. |
| 7.1d Recognize internal and external system processes that impact care coordination and transition of care. | 7.1h Design policies to impact health equity and structural racism within systems, communities, and populations. |
| 7.2 Incorporate consideration of cost-effectiveness of care. | |
| 7.2a Describe the financial and payment models of health care. | 7.2g Analyze relevant internal and external factors that drive healthcare costs and reimbursement. |

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| 7.2b Recognize the impact of health disparities and social determinants of health on care outcomes. | 7.2h Design practices that enhance value, access, quality, and cost-effectiveness. |
| 7.2c Describe the impact of healthcare cost and payment models on the delivery, access, and quality of care. | 7.2i Advocate for healthcare economic policies and regulations to enhance value, quality, and cost-effectiveness. |
| 7.2d Explain the relationship of policy, regulatory requirements, and economics on care outcomes. | 7.2j Formulate, document, and disseminate the return on investment for improvement initiatives collaboratively with an interdisciplinary team. |
| 7.2e Incorporate considerations of efficiency, value, and cost in providing care. | 7.2k Recommend system-wide strategies that improve cost- effectiveness considering structure, leadership, and workforce needs. |
| 7.2f Identify the impact of differing system structures, leadership, and workforce needs on care outcomes. | 7.2l Evaluate health policies based on an ethical framework considering cost-effectiveness, health equity, and care outcomes. |
| 7.3 Optimize system effectiveness through application of innovation and evidence-based practice. | |
| 7.3a Demonstrate a systematic approach for decision-making. | 7.3e Apply innovative and evidence-based strategies focusing on system preparedness and capabilities. |
| 7.3b Use reported performance metrics to compare/monitor outcomes. | 7.3f Design system improvement strategies based on performance data and metrics. |
| 7.3c Participate in evaluating system effectiveness. | 7.3g Manage change to sustain system effectiveness. |
| 7.3d Recognize internal and external system processes and structures that perpetuate racism and other forms of discrimination within health care. | 7.3h Design system improvement strategies that address internal and external system processes and structures that perpetuate structural racism and other forms of discrimination in healthcare systems. |

Domain 8: Informatics and Healthcare Technologies

Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Contextual Statement: Healthcare professionals interact with patients, families, communities, and populations in technology-rich environments. Nurses, as essential members of the healthcare team, use information and communication technologies and informatics tools in their direct and indirect care roles. The technologies, the locations in which they are used, the users interacting with the technology, the communication occurring, and the work being done all impact the data collected, information formed, decisions made, and the knowledge generated. Additionally, the utilization of information and communication technologies in healthcare settings changes how people, processes, and policies interact. Using these tools in the provision of care has both short- and long-term consequences for the quality of care, efficiency of communications, and connections between team members, patients, and consumers. It is essential that nurses at all levels understand their role and the value of their input in health information technology analysis, planning, implementation, and evaluation. With the prevalence of patient-focused health information technologies, all nurses have a responsibility to advocate for equitable access and assist patients and consumers to optimally use these tools to engage in care, improve health, and manage health conditions.

| Entry-Level Professional Nursing Education | Advanced-Level Nursing Education |
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| 8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations. | |
| 8.1a Identify the variety of information and communication technologies used in care settings. | 8.1g Identify best evidence and practices for the application of information and communication technologies to support care. |
| 8.1b Identify the basic concepts of electronic health, mobile health, and telehealth systems for enabling patient care. | 8.1h Evaluate the unintended consequences of information and communication technologies on care processes, communications, and information flow across care settings. |
| 8.1c Effectively use electronic communication tools. | 8.1i Propose a plan to influence the selection and implementation of new information and communication technologies. |
| 8.1d Describe the appropriate use of multimedia applications in health care. | 8.1j Explore the fiscal impact of information and communication technologies on health care. |
| 8.1e Demonstrate best practice use of social networking applications. | 8.1k Identify the impact of information and communication technologies on workflow processes and healthcare outcomes. |

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| 8.1f Explain the importance of nursing engagement in the planning and selection of healthcare technologies. | |
| 8.2 Use information and communication technology to gather data, create information, and generate knowledge. | |
| 8.2a Enter accurate data when chronicling care. | 8.2f Generate information and knowledge from health information technology databases. |
| 8.2b Explain how data entered on one patient impacts public and population health data. | 8.2g Evaluate the use of communication technology to improve consumer health information literacy. |
| 8.2c Use appropriate data when planning care. | 8.2h Use standardized data to evaluate decision-making and outcomes across all systems levels. |
| 8.2d Demonstrate the appropriate use of health information literacy assessments and improvement strategies. | 8.2i Clarify how the collection of standardized data advances the practice, understanding, and value of nursing and supports care. |
| 8.2e Describe the importance of standardized nursing data to reflect the unique contribution of nursing practice. | 8.2j Interpret primary and secondary data and other information to support care. |
| 8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings. | |
| 8.3a Demonstrate appropriate use of information and communication technologies. | 8.3g Evaluate the use of information and communication technology to address needs, gaps, and inefficiencies in care. |
| 8.3b Evaluate how decision support tools impact clinical judgment and safe patient care. | 8.3h Formulate a plan to influence decision-making processes for selecting, implementing, and evaluating support tools. |
| 8.3c Use information and communication technology in a manner that supports the nurse-patient relationship. | 8.3i Appraise the role of information and communication technologies in engaging the patient and supporting the nurse-patient relationship. |
| 8.3d Examine how emerging technologies influence healthcare delivery and clinical decision making. | 8.3j Evaluate the potential uses and impact of emerging technologies in health care. |
| 8.3e Identify impact of information and communication technology on quality and safety of care. | 8.3k Pose strategies to reduce inequities in digital access to data and information. |

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| <p>8.3f Identify the importance of reporting system processes and functional issues (error messages, mis-directions, device malfunctions, etc.) according to organizational policies and procedures.</p> | |
| <p>8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.</p> | |
| <p>8.4a Explain the role of communication technology in enhancing clinical information flows.</p> | <p>8.4e Assess best practices for the use of advanced information and communication technologies to support patient and team communications.</p> |
| <p>8.4b Describe how information and communication technology tools support patient and team communications.</p> | <p>8.4f Employ electronic health, mobile health, and telehealth systems to enable quality, ethical, and efficient patient care.</p> |
| <p>8.4c Identify the basic concepts of electronic health, mobile health, and telehealth systems in enabling patient care.</p> | <p>8.4g Evaluate the impact of health information exchange, interoperability, and integration to support patient-centered care.</p> |
| <p>8.4d Explain the impact of health information exchange, interoperability, and integration on health care.</p> | |
| <p>8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.</p> | |
| <p>8.5a Identify common risks associated with using information and communication technology.</p> | <p>8.5g Apply risk mitigation and security strategies to reduce misuse of information and communication technology.</p> |
| <p>8.5b Demonstrate ethical use of social networking applications.</p> | <p>8.5h Assess potential ethical and legal issues associated with the use of information and communication technology.</p> |
| <p>8.5c Comply with legal and regulatory requirements while using communication and information technologies.</p> | <p>8.5i Recommend strategies to protect health information when using communication and information technology.</p> |
| <p>8.5d Educate patients on their rights to access, review, and correct personal data and medical records.</p> | <p>8.5j Promote patient engagement with their personal health data.</p> |
| <p>8.5e Discuss how clinical judgment and critical thinking must prevail in the presence of information and communication technologies.</p> | <p>8.5k Advocate for policies and regulations that support the appropriate use of technologies impacting health care.</p> |
| <p>8.5f Deliver care using remote technology.</p> | <p>8.5l Analyze the impact of federal and state policies and regulation on health data and technology in care settings.</p> |

Domain 9: Professionalism

Descriptor: Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing’s characteristics and values.

Contextual Statement: Professionalism encompasses the development of a nursing identity embracing the values of integrity, altruism, inclusivity, compassion, courage, humility, advocacy, caring, autonomy, humanity, and social justice. Professional identity formation necessitates the development of emotional intelligence to promote social good, engage in social justice, and demonstrate ethical comportment, moral courage, and assertiveness in decision making and actions. Nursing professionalism is a continuous process of socialization that requires the nurse to give back to the profession through the mentorship and development of others.

Professional identity, influenced by one’s personal identity and unique background, is formed throughout one’s education and career. Nursing identity flourishes through engagement and reflection in multiple experiences that is defined by differing perspectives and voices. As a result, nurses embrace the history, characteristics, and values of the discipline and think, act, and feel like a nurse. Professional identity formation is not a linear process but rather one that responds to challenges and matures through professional experiences as one develops confidence as a nurse.

| Entry-Level Professional Nursing Education | Advanced-Level Nursing Education |
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| 9.1 Demonstrate an ethical comportment in one’s practice reflective of nursing’s mission to society. | |
| 9.1a Apply principles of professional nursing ethics and human rights in patient care and professional situations. | 9.1h Analyze current policies and practices in the context of an ethical framework. |
| 9.1b Reflect on one’s actions and their consequences. | 9.1i Model ethical behaviors in practice and leadership roles. |
| 9.1c Demonstrate ethical behaviors in practice. | 9.1j Suggest solutions when unethical behaviors are observed. |
| 9.1d Change behavior based on self and situational awareness. | 9.1k Assume accountability for working to resolve ethical dilemmas. |
| 9.1e Report unethical behaviors when observed. | |
| 9.1f Safeguard privacy, confidentiality, and autonomy in all interactions. | |
| 9.1g Advocate for the individual’s right to self-determination. | |

| 9.2 Employ participatory approach to nursing care. | |
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| 9.2a Employ the use of intentional presence to facilitate shared meaning of the experience between nurse and recipient of care. | 9.2h Foster opportunities for intentional presence in practice. |
| 9.2b Facilitate health and healing through compassionate caring. | 9.2i Identify innovative and evidence-based practices that promote person-centered care. |
| 9.2c Demonstrate empathy to the individual's life experience. | 9.2j Advocate for practices that advance diversity, equity, and inclusion. |
| 9.2d Advocate for practices that advance diversity, equity, and inclusion. | 9.2k Model professional expectations for therapeutic relationships. |
| 9.2e Demonstrate cultural sensitivity and humility in practice. | 9.2l Facilitate communication that promotes a participatory approach. |
| 9.2f Apply principles of therapeutic relationships and professional boundaries. | |
| 9.2g Communicate in a professional manner. | |
| 9.3 Demonstrate accountability to the individual, society, and the profession. | |
| 9.3a Engage in advocacy that promotes the best interest of the individual, community, and profession. | 9.3i Advocate for nursing's professional responsibility for ensuring optimal care outcomes |
| 9.3b Demonstrate the moral courage to report concerns related to actual or potential hazards and/or errors. | 9.3j Demonstrate leadership skills when participating in professional activities and/or organizations. |
| 9.3c Demonstrate professional and personal honesty and integrity. | 9.3k Address actual or potential hazards and/or errors. |
| 9.3d Take responsibility for one's roles, decisions, obligations, actions, and care outcomes. | 9.3l Foster a practice environment that promotes accountability for care outcomes. |
| 9.3e Engage in professional activities and/or organizations. | 9.3m Advocate for policies/practices that promote social justice and health equity. |
| 9.3f Demonstrate adherence to a culture of civility. | 9.3n Foster strategies that promote a culture of civility across a variety of settings. |
| 9.3g Advocate for social justice and health equity, including addressing the health of vulnerable populations. | 9.3o Lead in the development of opportunities for professional and interprofessional activities. |
| 9.3h Engage in peer evaluation. | |

| 9.4 Comply with relevant laws, policies, and regulations. | |
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| 9.4a Advocate for policies that promote health and prevent harm. | 9.4d Advocate for polices that enable nurses to practice to the full extent of their education. |
| 9.4b Adhere to the registered nurse scope and standards of practice. | 9.4e Assess the interaction between regulatory agency requirements and quality, fiscal, and value-based indicators. |
| 9.4c Adhere to regulatory requirements and workplace policies consistent with one's educational preparation. | 9.4f Evaluate the effect of legal and regulatory policies on nursing practice and healthcare outcomes. |
| | 9.4g Analyze efforts to change legal and regulatory policies that improve nursing practice and health outcomes. |
| | 9.4h Participate in the implementation of policies and regulations to improve the professional practice environment and healthcare outcomes. |
| 9.5 Demonstrate the professional identity of nursing. | |
| 9.5a Describe nursing's professional identity and contributions to the healthcare team. | 9.5f Articulate nursing's unique professional identity to other interprofessional team members and the public. |
| 9.5b Demonstrate the core values of professional nursing identity. | 9.5g Evaluate practice environment to ensure that nursing core values are demonstrated. |
| 9.5c Demonstrate sensitivity to the values of others. | 9.5h Identify opportunities to lead with moral courage to influence team decision-making. |
| 9.5d Demonstrate ethical comportment and moral courage in decision making and actions. | 9.5i Engage in professional organizations that reflect nursing's values and identity. |
| 9.5e Demonstrate emotional intelligence. | |
| 9.6 Integrate diversity, equity, and inclusion as core to one's professional identity. | |
| 9.6a Demonstrate respect for diverse individual differences and diverse communities and populations | 9.6d Model respect for diversity, equity, and inclusion for all team members. |
| 9.6b Demonstrate awareness of personal and professional values and conscious and unconscious biases. | 9.6e Critique one's personal and professional practices in the context of nursing's core values. |

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| 9.6c Integrate core principles of social justice and human rights into practice. | 9.6f Analyze the impact of structural and cultural influences on nursing's professional identity. |
| | 9.6g Ensure that care provided by self and others is reflective of nursing's core values. |
| | 9.6h Structure the practice environment to facilitate care that is culturally and linguistically appropriate. |
| | 9.6i Ensure self and others are accountable in upholding moral, legal, and humanistic principles related to health. |

Domain 10: Personal, Professional, and Leadership Development

Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being; contribute to lifelong learning; and support the acquisition of nursing expertise and the assertion of leadership.

Contextual Statement: Competency in personal, professional, and leadership development encompasses three areas: 1) development of the nurse as an individual who is resilient, agile, and capable of adapting to ambiguity and change; 2) development of the nurse as a professional responsible for lifelong learning and ongoing self-reflection; and 3) development of the nurse as a leader proficient in asserting control, influence, and power in professional and personal contexts, which includes advocacy for patients and the nursing profession as leaders within the healthcare arena. Development of these dimensions requires a commitment to personal growth, sustained expansion of professional knowledge and expertise, and determined leadership practice in a variety of contexts.

Graduates must develop attributes and skills critical to the viability of the profession and practice environments. The aim is to promote diversity and retention in the profession, self-awareness, avoidance of stress-induced emotional and mental exhaustion, and re-direction of energy from negative perceptions to positive influence through leadership opportunities.

| Entry-Level Professional Nursing Education | Advanced-Level Nursing Education |
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| 10.1 Demonstrate a commitment to personal health and well-being. | |
| 10.1a Demonstrate healthy, self-care behaviors that promote wellness and resiliency. | 10.1c Contribute to an environment that promotes self-care, personal health, and well-being. |
| 10.1b Manage conflict between personal and professional responsibilities. | 10.1d Evaluate the workplace environment to determine level of health and well-being. |
| 10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity. | |
| 10.2a Engage in guided and spontaneous reflection of one's practice. | 10.2g Demonstrate cognitive flexibility in managing change within complex environments. |
| 10.2b Integrate comprehensive feedback to improve performance. | 10.2h Mentor others in the development of their professional growth and accountability. |
| 10.2c Commit to personal and professional development. | 10.2i Foster activities that support a culture of lifelong learning. |
| 10.2d Expand personal knowledge to inform clinical judgment. | 10.2j Expand leadership skills through professional service. |
| 10.2e Identify role models and mentors to support professional growth. | |

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| 10.2f Participate in ongoing activities that embrace principles of diversity, equity, inclusion, and anti-discrimination. | |
| 10.3 Develop capacity for leadership. | |
| 10.3a Compare and contrast leadership principles and theories. | 10.3j Provide leadership to advance the nursing profession. |
| 10.3b Formulate a personal leadership style. | 10.3k Influence intentional change guided by leadership principles and theories. |
| 10.3c Demonstrate leadership behaviors in professional situations. | 10.3l Evaluate the outcomes of intentional change. |
| 10.3d Demonstrate self-efficacy consistent with one's professional development. | 10.3m Evaluate strategies/methods for peer review. |
| 10.3e Use appropriate resources when dealing with ambiguity. | 10.3n Participate in the evaluation of other members of the care team. |
| 10.3f Modify one's own leadership behaviors based on guided self-reflection. | 10.3o Demonstrate leadership skills in times of uncertainty and crisis. |
| 10.3g Demonstrate self-awareness of one's own implicit biases and their relationship to one's culture and environment. | 10.3p Advocate for the promotion of social justice and eradication of structural racism and systematic inequity in nursing and society. |
| 10.3h Communicate a consistent image of the nurse as a leader. | 10.3q Advocate for the nursing profession in a manner that is consistent, positive, relevant, accurate, and distinctive. |
| 10.3i Recognize the importance of nursing's contributions as leaders in practice and policy issues. | |

Glossary

Accountability: Obligation or willingness to accept responsibility or to account for one's actions.

Advanced nursing practice role: One of the four Advanced Practice Registered Nurse (APRN) roles – certified registered nurse anesthetist, certified nurse-midwife, certified clinical nurse specialist, and certified nurse practitioner.

Advanced nursing practice specialty: See Specialty.

Advanced Practice Registered Nurse (APRN): Designation given to one of four nursing roles: certified registered nurse anesthetists, certified nurse-midwives, certified clinical nurse specialists, and certified nurse practitioners. An APRN is a nurse who has 1.) completed an accredited graduate-level education program preparing him/her for one of the four recognized APRN roles; 2.) passed a national certification examination that measures APRN role and population-focused competencies and who maintains continued competence as evidenced by recertification in the role and population through the national certification program; 3.) acquired advanced clinical knowledge and skills preparing him/her to provide direct care to patients, as well as a component of indirect care; 4.) built on the competencies of registered nurses by demonstrating a greater depth and breadth of knowledge, a greater synthesis of data, increased complexity of skills and interventions, and greater role autonomy; 5.) been educationally prepared to assume responsibility and accountability for health promotion and/or maintenance as well as the assessment, diagnosis, and management of patient problems, which includes the use and prescription of pharmacologic and non-pharmacologic interventions; 6.) clinical experience of sufficient depth and breadth to reflect the intended license; and 7.) obtained a license to practice in one of the four APRN roles (APRN Consensus Work Group & NCSBN APRN Advisory Committee, 2008).

APRN Core: APRN education programs include at a minimum, three separate comprehensive graduate-level courses in: Advanced physiology and pathophysiology, which includes general principles that apply across the lifespan; Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics and pharmacotherapeutics of all broad categories of agents (APRN Consensus Work Group & NCSBN APRN Advisory Committee, 2008).

Advocacy: The act or process of supporting a cause or proposal: the act or process of advocating. Advocacy is a pillar of nursing. Nurses instinctively advocate for their patients, in their workplaces, and in their communities; but legislative and political advocacy is equally important to advancing patient care.

Analytic approach: Any method based on breaking down a complex process into its parts so as to better understand the whole.

Authentic or intentional presence: Being fully present in the moment This extends to possessing an awareness of when you drift and how to intentionally bring yourself back to the interaction (Altman, 2014).

Care: A focused attention on, and when possible, engagement with a patient to determine a person’s particular needs and the use of clinical judgment to meet those needs (Grace, 2018).

Care outcomes: Harris (1991) defined outcomes as the end points of care, substantial changes in the health condition of a patient, and changes in patient behavior caused by medical interventions. Given these definitions, outcomes related to clinical practice are any change that resulted from health care.

Caring relationship: Caring constitutes the essence of what it is to be human, having a profound effect on well-being and recovery, being at ease, and being healed. When hospitality is received, patients feel a connection, they begin to trust, and their healing begins.

Clinical immersion: A brief, structured, intense nursing practicum where the entire focus is in a particular clinical setting without the distraction of other academic classes (Tratnack, et al., 2011).

Clinical judgment: The skill of recognizing cues regarding a clinical situation, generating and weighing hypotheses, taking action, and evaluating outcomes for the purpose of arriving at a satisfactory clinical outcome. Clinical judgment is the observed outcome of two unobserved underlying mental processes, critical thinking and decision making (NCSBN, 2018).

Clinical reasoning: Thought processes that allow healthcare providers to arrive at a conclusion.

Cognitive flexibility: A critical executive function involving the ability to adapt behaviors in response to changes in the environment. Cognitive flexibility generally refers to the ability to adapt flexibly to a constantly changing environment.

Complex systems: Systems whose behavior is intrinsically difficult to model due to the dependencies, competitions, relationships, or other types of interactions between their parts or between a given system and its environment. Complex systems have distinct properties that arise from these relationships, such as nonlinearity, emergence, spontaneous order, adaptation, and feedback loops, among others.

Competence: The array of abilities (knowledge, skills, and attitudes) across multiple domains or aspects of performance in a certain context. Competence is multi-dimensional and dynamic (Frank, Snell, Cate, et al., 2010).

Competency: An observable ability of a health professional, integrating multiple components such as knowledge, skills, values, and attitudes. Since competencies are observable, they can be measured and assessed to ensure their acquisition (Frank, Snell, Cate, et al., 2010).

Competency framework: An organized and structured representation of a set of interrelated and purposeful competencies (Englander et al., 2013, p. 1089).

Competency list: The delineation of the specific competencies within a competency framework (Englander, et al., 2013, p.1089).

Concepts: A concept is an organizing idea or mental construct represented by common attributes. Rodgers (1989, p. 332) describes concepts as “an abstraction that is expressed in some form.”

Core values: In nursing, core nursing values include human dignity, integrity, autonomy, altruism, and social justice.

Core disciplinary knowledge: The intellectual structures within which the discipline delineates its unique focus of vision and social mandate. AACN has identified core disciplinary knowledge as having three components: historic and philosophic foundations to the development of nursing knowledge; existing and evolving substantive nursing knowledge; and methods and processes of theory/knowledge development (AACN, 2002, p. 289).

Cost effectiveness: A way to examine both the costs and health outcomes of one or more interventions; it compares one intervention to another (or the status quo) by estimating how much it costs to gain a unit of a health outcome, like a life year gained or a death prevented.

Critical thinking: The skill of using logic and reasoning to identify the strengths and weaknesses of alternative healthcare solutions, conclusions, or approaches to clinical or practice problems.

Cultural awareness: The deliberate self-examination and in-depth exploration of one's biases, stereotypes, prejudices, assumptions, and "isms" that one holds regarding individuals and groups who are different from them (Campinha-Bacote, 1998).

Cultural competence: The ability to effectively work within the client's cultural context. Structural competence is recognition of the economic and political conditions that produce health inequalities in the first place. It is the ability to understand how institutions, markets, or healthcare delivery systems shape symptom presentations and to mobilize for correction of health and wealth inequalities in society (Drevdahl, 2018; Metzl et al., 2018; Metzl et al., 2020).

Cultural and linguistic competence: A set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations. 'Culture' refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. 'Competence' implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities (Cross et al., 1989). Cultural competence is a developmental process that evolves over an extended period.

Culturally sensitive: "The ability to be appropriately responsive to the attitudes, feelings, or circumstances of groups of people that share a common and distinctive racial, national, religious, linguistic, or cultural heritage" (DHHS, OMH, 2001, p. 131).

Cultural humility: A lifelong process of self-reflection and self-critique whereby the individual not only learns about another's culture, but also examines her/his own beliefs and cultural identities.

Determinants of health: The range of personal, social, economic, and environmental factors that interrelate to determine individual and population health. These factors include policymaking, social factors, health services, individual behaviors, and biology and genetics. Determinants of health reach beyond the boundaries of traditional health care and public health sectors. Sectors such as education, housing, transportation, agriculture, and environment can be important allies in improving population health (*Healthy People 2020*).

Diagnose: To identify the nature of an illness or other problem by examination of the symptoms.

Diversity: A broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; any impairment that substantially limits a major life activity; religious beliefs; and socioeconomic status. Inclusion represents environmental and organizational cultures in which faculty, students, staff, and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them. Everyone works to ensure the perspectives and experiences of others are invited, welcomed, acknowledged, and respected in inclusive environments.

Domains of competence: Broad distinguishable areas of competence that in the aggregate constitute a general descriptive framework for a profession (Englander et al., 2013, p. 1089).

Emotional intelligence: The ability to perceive, appraise and express emotion, access and process emotional information, generate feelings, understand emotional knowledge and regulate emotions for emotional and intellectual growth (Mayer, et al, 1997, p. 10). Emotional intelligence, like academic intelligence, can be learned, increases with age, and is predictive of how emotional processing contributes to success in life (Mayer et al., 2004).

Equity: The ability to recognize the differences in the resources or knowledge needed to allow individuals to fully participate in society, including access to higher education, with the goal of overcoming obstacles to ensure fairness (Kranich, 2001). To have equitable systems, all people should be treated fairly, unhampered by artificial barriers, stereotypes, or prejudices (Cooper, 2016).

Ethical comportment: The way in which nurses embody the ability to relate to others respectfully and responsively (Benner, 2009). Ethical comportment consists of four critical attributes: 1) embodiment, 2) skilled relational know-how, 3) caring, and 4) salience (Hardin, 2018).

Ethical competence: The ability to recognize an ethical situation/issue (awareness/sensitivity), the ability to determine a justifiable action (reflection/decision-making), and have the motivation, knowledge, and skills to implement a decision (comportment and action) (ANA Scope & Standards, 2021).

Evidence-based practice: A conscientious, problem-solving approach to clinical practice that incorporates the best evidence from well-designed studies, patient values and preferences, and a clinician's expertise in making decisions regarding a patient's care. Being knowledgeable about evidence-based practice and levels of evidence is important for clinicians to be confident about how much emphasis they should place on a study, report, practice alert or practice guideline when making decisions about a patient's care.

Explicit biases: Conscious positive or negative feelings and/or thoughts about groups or identity characteristics. Because these attitudes are explicit in nature, they are espoused openly, through overt and deliberate thoughts and actions (Harrison et al., 2019; Wilson et al., 2000)

Family: An individual’s closest support structure that is inclusive of birth family, single parent families, blended families, families with stepparents, and families with homosexual parents to name a few. The concept of the contemporary family has evolved into a fluid ideology that is constantly shifting and changing throughout society.

Health disparities: “A particular type of health difference that is closely linked with economic, social, or environmental disadvantage. Health disparities adversely affect groups of people who have systematically experienced greater social or economic obstacles to health based on their racial or ethnic group, religion, socioeconomic status, gender, age, or mental health; cognitive, sensory, or physical disability; sexual orientation or gender identity; geographic location; or other characteristics historically linked to discrimination or exclusion” (US Department of Health and Human Services (2010).

Health equity: When every person has an opportunity to attain his or her full health potential” and no one is “disadvantaged from achieving this potential because of social position or other socially determined circumstances (National Academies of Sciences, Engineering, and Medicine, 2017). Health inequities are reflected in differences in length of life; quality of life; rates of disease, disability, and death; severity of disease; and access to treatment.

Health inequity: The distribution and allocation of power and resources differentially, which manifest in unequal social, economic, and environmental conditions (National Academies of Sciences, Engineering, and Medicine, 2017).

Health Information Technology (HIT): The electronic systems healthcare professionals and patients use to store, share, and analyze health information. HIT consists of many types of applications such as Electronic Health Records, personal health records, electronic prescribing, mobile applications, social networks, monitors, wearables, nanotechnology, genomics, and robotics (Office of the National Coordinator for Health Information Technology [ONC], 2018).

Healthcare team: The collective of individuals who contribute to the care and treatment of an individual, family, group, or population.

Healthy lifestyle: A way of living that lowers the risk of being seriously ill or dying early. Scientific studies have identified certain types of behavior that contribute to the development of noncommunicable diseases and early death. Health is not only just about avoiding disease. It involves physical, mental and social wellbeing.

Holistic admissions review: An admissions strategy that assesses an applicant’s unique experiences alongside traditional measures of academic achievement, such as grades and test scores. This process is used to help schools consider a broad range of factors reflecting the applicant’s academic readiness, contribution to the incoming class, and potential for success both in school and later as a professional.

Holistic nursing: “All nursing practice that has healing the whole person as its goal” (American Holistic Nurses’ Association, 1998).

Implicit and unconscious biases: The tendency to process information based on unconscious associations and feelings, even when these are contrary to one’s conscious or declared beliefs. They are automatically activated and may occur unconsciously (Metzl et al., 2018, 2020; Van Ryn et al. 2011).

Inclusive environments: Environmental and organizational cultures in which faculty, students, staff, and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them. Everyone works to ensure the perspectives and experiences of others are invited, welcomed, acknowledged, and respected.

Inequities: Characterized by a lack of equity, injustice, unfairness.

Informatics: The intersection between the work of stakeholders across the health and healthcare delivery system who seek to improve outcomes, lower costs, increase safety and promote the use of high-quality services. It is frequently confused with data science, big data, health information management and data analytics, informatics is the overarching field of study that pulls all these subdomains into one discipline focused on improving health and healthcare. Emerging topics like artificial intelligence and machine learning are incorporating in the field of informatics (AMIA, 2021).

Information and Communications Technologies (ICT): Technologies that provide access to information through telecommunications, including the internet, telephones, cell phones, wireless signals, networks, satellite systems, telehealth/telenursing, and video conferencing.

Innovation: A great idea to develop and deliver new or improved health policies, systems, products and technologies, and services and delivery methods that improve people’s health (WHO Health Innovation Group, 2021).

Integration: An experience designed to provide the student with an opportunity to synthesize the knowledge and skills acquired during previous and current coursework and learning experiences.

Intentional change theory: The essential components and processes of desirable, sustainable change in one’s behavior, thoughts, feelings, and perceptions. The “change” maybe in a person’s actions, habits, competencies, or aspirations as well as in the way one feels in certain situations or around certain people. The change may impact how one looks at events at work or in life. The change is “desired” in that person wishes it so or would like to occur and is “sustainable” in that it endures and lasts a relatively long time (Boyatzis, 2006).

Interdisciplinary: Refers to a group of healthcare providers with various areas of expertise who work together toward the goals of their clients.

Interoperability: The ability of different information systems, devices, and applications (systems) to access, exchange, integrate, and cooperatively use data in a coordinated manner, within and across organizational, regional, and national boundaries to provide timely and seamless portability of information and optimize the health of individuals and populations globally. Health data exchange architectures, application interfaces, and standards enable data to be accessed and shared appropriately and securely across the complete spectrum of care, within all applicable settings and with relevant stakeholders, including the individual.

Interprofessional: Engagement involving two or more professions or professionals.

Interprofessional team: The cooperation, coordination, and collaboration expected among members of different professions in delivering patient-centered care collectively.

Just culture: Balances the need for an open and honest reporting environment with a quality learning environment and culture. All individuals within this environment are held responsible for the quality of their choices. Just culture requires a change in focus from errors and outcomes to system design and management of the behavioral choices of all employees.

Lifelong learning: The provision or use of both formal and informal learning opportunities throughout one's life to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfillment.

Macrosystem: The highest system level represents the whole of the organization and is led by senior leaders such as the CEO, chief operations officer (COO), chief nursing officer (CNO), and chief information officer (CIO) and is guided by a board of trustees (Nelson, et al., 2007).

Managing disease: To improve the health of persons with chronic conditions and reduce associated costs from avoidable complications by identifying and treating chronic conditions more quickly and more effectively, thus slowing the progression of diseases.

Mesosystem: The interrelated units and clinical leadership that provide care to certain populations (McKinley et al., 2008).

Microsystem: Small, functional frontline units that provide the most health care to most people (Nelson et al., 2007, p.3). A clinical microsystem is a small group of people who work together on a regular basis to provide care to discrete subpopulations of patients. These units have clinical and business aims, linked processes, and a shared information environment, and focus on producing performance outcomes. Microsystems are complex adaptive systems, and as such they must do the primary work associated with core aims, meet the needs of internal staff, and maintain themselves over time as clinical units (Nelson, et al., 2002).

Mitigation: The action of reducing the severity, seriousness, or painfulness of something.

Mobile health (mHealth): The use of mobile and wireless technologies to support the achievement of health objectives. The expanding use of mobile health is driven rapid advances in mobile technologies and applications, a rise in new opportunities for the integration of mobile health into existing eHealth services, and the continued growth in coverage of mobile cellular networks.

Moral courage: The willingness of individuals to take hold of, and fully support, ethical responsibilities essential to professional values (Day, 2007). This highly esteemed trait is displayed by individuals, who, despite adversity and personal risk, decide to act upon their ethical values to help others during difficult ethical dilemmas. Moral courage entails doing the right thing, even when others choose less ethical behavior, which may include taking no action at all (Lachman, 2009; 2007a; 2007b; Sekerka & Bagozzi, 2007).

Moral ethical behaviors: Prevailing standards of behavior used to judge right and wrong.

Nurse sensitive indicators: Reflect three aspects of nursing care: structure, process, and outcomes. Structural indicators include the supply of nursing staff, the skill level of nursing staff, and the education and certification levels of nursing staff. Process indicators measure methods of patient assessment and nursing interventions. Nursing job satisfaction is also considered a process indicator. Outcome indicators reflect patient outcomes that depend on the quantity or quality of nursing care (e.g., pressure ulcers and falls).

Nursing informatics: The specialty that integrates nursing science with multiple information and analytical sciences to identify, define, manage, and communicate data, information, knowledge, and wisdom in nursing practice (HIMSS, 2021).

Participatory approach: Calls for involving stakeholders, particularly the participants in a program or those affected by a given policy, in specific aspects of the evaluation process. The approach covers a wide range of different types of participation, and stakeholders can be involved at any stage of the impact evaluation process, including its design, data collection, analysis, reporting, and managing a study.

Partnerships: Close cooperation between parties having specified and joint rights and responsibilities.

Patient: The recipient of a healthcare service or intervention at the individual, family, community, or aggregate level. Patients may function in independent, interdependent, or dependent roles, and may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life care (AACN, 2006).

Person-Centered Care: “Empowering people to take charge of their own health rather than being passive recipients of services” (WHO, 2021). This care strategy is based on the belief that patient views, input, and experiences can help improve overall health outcomes.

Point of Care: Where care is delivered, including in diverse settings where individuals live, learn, work, play, and worship.

Population: A collection of individuals who have one or more personal or environmental characteristics in common.

Practice: Any form of nursing intervention that influences healthcare outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and healthcare organizations, and the development and implementation of health policy (AACN, 2004). Practice includes both direct and indirect care experiences (defined below).

Direct Care/Indirect Care:

- Direct care refers to a professional encounter between a nurse and an actual individual or family, either face to face or virtual, that is intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and telehealth. (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007).

- Indirect care refers to nursing decisions, actions, or interventions that are provided through or on behalf of individuals, families, or groups. These decisions or interventions create the conditions under which nursing care or selfcare may occur. Nurses might use administrative decisions, population or aggregate health planning, or policy development to affect health outcomes in this way. Nurses who function in administrative capacities are responsible for direct care provided by other nurses. Their administrative decisions create the conditions under which direct care is provided. Public health nurses organize care for populations or aggregates to create the conditions under which improved health outcomes are more likely to occur. Health policies create broad scale conditions for delivery of nursing and health care (AACN, 2004, 2006; Suby, 2009; Upenieks et al., 2007).

Preparedness: The readiness of the nation’s medical and public health infrastructure to respond to and recover from disasters and public health emergencies. Preparedness requires collaboration with hospitals, healthcare coalitions, biotech firms, community members, state, local, tribal, and territorial governments, and other partners across the country to improve readiness and response capabilities.

Primary and secondary data: Primary data is collected by an investigator for a specific purpose. Secondary data is collected by someone else for another purpose (but being utilized by the investigator for another purpose).

Profession: An occupation (e.g., nursing, medicine, law, teaching) that is not mechanical or agricultural and requires special education.

Professional agility: The power to move quickly and easily; the ability to think and draw conclusions quickly drawing on intellectual acuity.

Professional development: Taking purposeful action to engage in structured activities to advance career development, education, leadership, program management, and/or compliance initiatives.

Professional identity: The representation of self, achieved in stages over time during which the characteristics, values, and norms of a profession are internalized, resulting in an individual thinking, acting, and feeling like a member of the profession (Cruess et al., 2014).

Quality Improvement (QI): A process that uses data to monitor the outcomes of care processes. QI uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems (Cronenwett et al., 2007).

Resilience: The ability to survive and thrive in the face of adversity. Resilience can be developed and internalized as a measure to improve retention and reduce burnout. Building positive relationships, maintaining positivity, developing emotional insight, creating work-life balance, and reflecting on successes and challenges are effective strategies for resilience building.

Response and recovery in an emergency/disaster: Identifying resources and expertise in advance and planning how these can be used in a disaster. Preparedness, however, is only one phase of emergency management. There are four phases of emergency management: mitigation, preparedness, response, and recovery.

Responsibility: The state or fact of being responsible, answerable, or accountable for something within one's power, control, or management.

Return on investment (ROI): A performance measure used to evaluate the efficiency of an investment or compare the efficiency of a number of different investments. ROI seeks to directly measure the amount of return on a particular investment, relative to the investment's cost. To calculate ROI, the benefit (or return) of an investment is divided by the cost of the investment. The result is expressed as a percentage or a ratio.

Risk assessment: A process to identify potential hazards and analyze what could happen if a hazard occurs. To assess risk, organizations often consider possible scenarios that could unfold and what the potential impacts may be.

Scholarship: The generation, synthesis, translation, application, and dissemination of knowledge that aims to improve health and transform health care. Scholarship is the communication of knowledge generated through multiple forms of inquiry that inform clinical practice, nursing education, policy, and healthcare delivery. Scholarship is inclusive of discovery, integration, application, and teaching (Boyer, 1990). The hallmark attribute of scholarship is the cumulative impact of the scholar's work on the field of nursing and health care.

Self-care: The act of attending to one's physical or mental health, generally without medical or other professional consultation.

Self-management: The management of or by oneself; the taking of responsibility for one's own behavior and well-being.

Service: is the action of helping or doing work for someone.

Simulation: A technique that creates a situation or environment to allow persons to experience a representation of a real event for the purpose of practice, learning, evaluation, testing, or to gain understanding of systems or human actions (AHRQ, 2020).

Social Determinants of Health: See Determinants of Health

Social Justice: The expectation that everyone deserves equal economic, political, and social rights and opportunities. Equity, access, participation, and human rights are four principles of social justice including to ensure fair distribution of available resources across society, to ensure all people have access to goods and services regardless of age, gender, race, ethnicity etc.; to enable people to participate in decisions that affect their lives, and to protect individual liberties to information about circumstances and decisions affecting them and to appeal decisions believed to be unfair (Morgaine, 2014; Nemetchek, 2019).

Social Responsibility: An ethical theory in which individuals are accountable for fulfilling their civic duty, and the actions of an individual must benefit the whole of society. This typically involves a balance between economic growth and the welfare of society and the environment. (Pachchamama Alliance, 2021)

Specialty: The pursuit, area of study, or skill to which someone has devoted much time and effort and in which they are expert. Nursing specialization involves focusing on nursing practice in an identified specific area within the discipline of professional nursing. A defined specialty scope of practice statement and standards of professional practice, with accompanying competencies, are unique to each nursing specialty. These documents help assure continued understanding and recognition of nursing's diverse professional contributions (Finnell, et al, 2015).

- **Advanced nursing practice specialties:** Currently, advanced nursing practice specialties include informatics, administration/practice leadership, public health/population health, and health policy. Specialties may evolve over time to address future healthcare needs.

Spheres of Care: Encompass the healthcare needs of individuals, families, populations, and the care/services required to address these needs and promote desired health outcomes. In this document, four spheres of care are delineated 1) disease prevention/promotion of health and well-being, which includes the promotion of physical and mental health in all patients as well as management of minor acute and intermittent care needs of generally healthy patients; 2) chronic disease care, which includes management of chronic diseases and prevention of negative sequelae; 3) regenerative or restorative care, which includes critical/trauma care, complex acute care, acute exacerbations of chronic conditions, and treatment of physiologically unstable patients that generally requires care in a mega-acute care institution; and, 4) hospice/palliative/supportive care which includes end-of-life care as well as palliative and supportive care for individuals requiring extended care or those with complex, chronic disease states or those requiring rehabilitative care (Lipstein, et al, 2016; AACN, 2019).

Standardized data: The process of ensuring that one data set can be compared to other data sets. In statistics, standardized data is the process of putting different variables on the same scale. This process allows one to compare scores between different types of variables.

Stress management: A range of strategies to help one better deal with stress and difficulty (adversity). Managing stress can help an individual lead a more balanced, healthier life. Stress is an automatic physical, mental and emotional response to a challenging event. Stress management approaches include learning skills such as problem-solving, prioritizing tasks, and time management to enhance the ability to cope with adversity.

Structural racism: A complex system of conferring social benefits in some groups and imposing burdens on others resulting in segregation, poverty, and denial of opportunity for people of color. Structural racism comprises cultural beliefs, historical legacies, and institutions, policies within and among public and private organizations that interweave to create drastic racial disparities in life outcomes (Wiecek, 2011).

Support care: Treatment given to prevent, control, or relieve complications and side effects and to improve the patient's comfort and quality of life.

System decision: A computerized program used to support determinations, judgments, and courses of action in an organization or a business. A system decision sifts through and analyzes massive amounts of data, compiling comprehensive information that can be used to solve problems and in decision-making.

Systemic inequity: A condition where one category of people is attributed an unequal status in relation to other categories of people. This relationship is perpetuated and reinforced by a confluence of unequal relations in roles, functions, decisions, rights, and opportunities.

Systemic racism (also known as institutionalized racism): Terms similar to structural racism which focuses more on the historical, cultural and social psychological aspects of the currently racialized society. The term institutional racism may be used to differentiate “access to the goods, services, and opportunities of society by race. Institutionalized racism is normative, sometimes legalized, and often manifests as inherited disadvantage. It is structural, having been codified in our institutions of custom, practice, and law, so there is no identifiable perpetrator. Institutionalized racism is often evident as inaction in the face of need” (Jones, 2000).

Systems: A set of elements or components working together as parts of a mechanism or an interconnecting network.

Systems-based practice: An analytic tool and a way of viewing the world, which can make caregiving and change efforts more successful. The focus is on understanding the interdependencies of a system or series of systems and the changes identified to improve care that can be made and measured in the system.

Team-based care: The provision of health services to individuals, families, and/or their communities by at least two health providers who work collaboratively with patients and their caregivers—to the extent preferred by each patient—to accomplish shared goals within and across settings to achieve coordinated, high-quality care (Naylor, 2010; NAM, 2012; AANP, 2020).

Telehealth systems: The use of a technology-based virtual platform to deliver various aspects of health information, prevention, monitoring, and medical care.

Translation: The process of turning observations in the laboratory, clinic, and community into interventions that improve the health of individuals and the public — from diagnostics and therapeutics to medical procedures and behavioral changes.

Translational science: The field of investigation focused on understanding the scientific and operational principles underlying each step of the translational process. Translational scientists are innovative and collaborative, searching for ways to break down barriers in the translation process and ultimately deliver more treatments to more patients more quickly.

Wellness and well-being: A state of being marked by emotional stability (e.g., coping effectively with life and creating satisfying relationships) and physical health (e.g., recognizing the need for physical activity, healthy foods, and sleep).

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Approved by the AACN Membership on April 6, 2021.



American Association
of Colleges of Nursing

The Voice of Academic Nursing

548: DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY

In Workflow

1. 276 Chair (mcmurtry@uidaho.edu)
2. 20 Curriculum Committee Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
3. 20 Dean (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
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6. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Post-UCC Registrar (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
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15. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Mon, 09 Oct 2023 23:50:08 GMT
Tyler Bland (tbland): Approved for 471 Chair
2. Mon, 09 Oct 2023 23:55:44 GMT
Jeffrey Seegmiller (jeffreys): Approved for 22 Curriculum Committee Chair
3. Mon, 09 Oct 2023 23:56:12 GMT
Jeffrey Seegmiller (jeffreys): Approved for 22 Dean
4. Thu, 19 Oct 2023 22:56:31 GMT
Linda Lundgren (lindalundgren): Rollback to Initiator
5. Thu, 07 Dec 2023 22:03:40 GMT
Jerry McMurtry (mcmurtry): Approved for 276 Chair
6. Thu, 07 Dec 2023 22:04:06 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Curriculum Committee Chair
7. Thu, 07 Dec 2023 22:04:40 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Dean
8. Sat, 09 Dec 2023 01:13:36 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
9. Thu, 21 Dec 2023 20:04:19 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Thu, 21 Dec 2023 20:31:24 GMT
Jerry McMurtry (mcmurtry): Approved for Graduate Council Chair
11. Tue, 16 Jan 2024 21:08:48 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
12. Wed, 17 Jan 2024 16:16:39 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
13. Tue, 23 Jan 2024 22:44:21 GMT
Sydney Beal (sbeal): Approved for UCC
14. Thu, 25 Jan 2024 21:51:07 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Program Proposal

Date Submitted: Thu, 07 Dec 2023 21:48:08 GMT

Viewing: 548 : Doctor of Psychology in Clinical Psychology

Last edit: Thu, 25 Jan 2024 21:51:04 GMT

Changes proposed by: Whitney Vincent

Faculty Contact

| Faculty Name | Faculty Email |
|-----------------------------|--------------------|
| Thomas J. Farrer, PhD, ABPP | tfarrer@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

Yes

Academic Level

Graduate

College

Graduate Studies

Department/Unit:

Graduate Studies

Effective Catalog Year

2025-2026

Program Title

Doctor of Psychology in Clinical Psychology

Degree Type

Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

120-125

Attach Program Change

PsyD_Budget-Proposal-Form_final_9-16-2021-1 (1).xlsx
SBOE_App_PsyD_Academic_Degree_and_Certificate_Full-Proposal_Form.pdf

CIP Code

42.2801 - Clinical Psychology.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

Yes

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Greater than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Discribe the financial impact

The Idaho WWAMI Medical Education program, in collaboration with the UI Counseling & Mental Health Center (CMHC) and the UI Psychology and Communication Department, proposes the development of a Doctor of Psychology program (PsyD) in clinical

psychology. As such, the new program is a shared endeavor. It will not replace any existing programs. This is a substantive change, with a new program offering, requiring the addition of clinical faculty and additional courses not currently offered at the University of Idaho.

The PsyD Program will be housed in the College of Graduate Studies at the University of Idaho. A School of Health and medical Professions is currently being created and processed to eventually house this and other health care programs, under the College of Graduate Studies.

Based on feedback from policymakers and Idaho business leaders, our request is dedicated to addressing healthcare workforce needs, one of the most pressing issues the state is facing today. We acknowledge the importance of flexibility to adapt to evolving challenges and workforce needs of the future.

The primary beneficiaries, if this program request is granted, are the individuals and communities who will be served by these future Nurses. Thus, the impact could encompass all of Idaho.

Curriculum:

See attached SBOE Full Proposal Form

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Intended learning outcomes for PsyD clinical psychology graduates are detailed in the accreditation requirements for the American Psychological Association. The curriculum will be based on profession-wide competencies as outlined by the APA, which include the following: I. Research; II. Ethical and Legal Standards; III. Individual and Cultural Diversity; IV. Professional Values, Attitudes, and Behaviors; V. Communication and Interpersonal Skills; VI. Assessment; VII. Intervention; VIII. Supervision; IX. Consultation and Interprofessional/Interdisciplinary Skills.

These profession-wide competencies are expected of all graduates and are partially demonstrated via the following learning outcomes:

- I. Research: Successful completion of coursework related to methods and statistics, as well as completion of the dissertation, participation in faculty-supervised research, and completion of a manuscript to be submitted for possible publication in a peer-reviewed journal.
- II. Ethical and Legal Standards: Successful completion of coursework related to ethics and legal standards, demonstration of ethical practice in practicum and as assessed by faculty supervisor.
- III. Individual and Cultural Diversity: Successful completion of coursework related to culture and diversity, as well as by designing and implementing culturally sensitive interventions based on the unique needs and perspectives of their patient/client for whom they are providing assessment or therapy while demonstrating evidence-based practice under the supervision of a licensed psychologist.
- IV. Professional Values, Attitudes, and Behaviors: Outcomes for this area of competencies will be demonstrated by the successful completion of practicum, supervision, and case conferences.
- V. Communication and Interpersonal Skills: The student will demonstrate effective active listening, empathetic responses, and clear communication in therapeutic interactions with clients, and via supervision and obtaining feedback from supervisors.
- VI. Assessment: Successful completion of coursework related to Assessment, as well as completion of practicum and supervision. Next, they will successfully complete their comprehensive examination on assessment. They will also demonstrate competence in assessment via the one-year APA-accredited clinical internship, which is required for graduation.
- VII. Intervention: Successful completion of coursework related to Intervention, as well as completion of practicum and supervision. Next, they will successfully complete their comprehensive examination on therapy and intervention. They will also demonstrate competence in intervention via the one-year APA-accredited clinical internship, which is required for graduation.

VIII. Supervision: Learning outcomes are based on the completion of a supervised practicum. Additionally, students in their 3rd and 4th years of training will have the opportunity to provide mentored supervision to 1st and 2nd year students (i.e., “supervised supervision”).

IX. Consultation and Interprofessional/Interdisciplinary Skills: Students will actively participate in interdisciplinary case conferences, contributing meaningful insights and recommendations, and receiving positive evaluations from colleagues and supervisors for their contributions.

These profession-wide competencies are expected of all graduates and are partially demonstrated via:

- Coursework: Students will obtain a grade of B or higher.
- Other didactics: attendance and participation in case conferences and other periodic seminars.
- Successful completion of supervised clinical practica (therapy and assessment experiences).
- Completion of dissertation
- Completion of comprehensive examinations
- Completion of a one-year APA accredited clinical internship (APA requirement).

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

To evaluate how well students are achieving the intended learning outcomes, the following assessment processes will be employed:

1. Examinations and Quizzes: Regular assessments will include written examinations and quizzes to evaluate knowledge acquisition and critical thinking skills.
2. Clinical Skills Assessment: Clinical skills will be assessed through direct observation, practical examinations, and skills checklists during clinical rotations.
3. Case Studies and Care Plans: Students will complete case studies and care plans to demonstrate their ability to apply theoretical knowledge to real-world patient care scenarios.
4. Reflective Journals and Portfolios: Students will maintain reflective journals and e-portfolios, providing insights into their personal and professional growth.
5. Peer and Self-Assessment: Peer evaluations and self-assessment will be incorporated for group projects and personal reflection on skills development.

How will you ensure that the assessment findings will be used to improve the program?

1. Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.
2. Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.
3. Faculty Development: Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement.
4. Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

Assessment Activity Timing:

Assessment activities will occur throughout the program at various frequencies:

- Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.
- Summative assessments (midterm, final examinations) will occur at the end of relevant courses and following year one and year two. Alumni and industry surveys will be completed two years following graduation.
- Clinical skills assessments and evaluations will be conducted during clinical rotations.
- Case studies, care plans, and projects will be assigned periodically.

What direct and indirect measures will be used to assess student learning?

Direct measures include examinations, skills assessments, case studies, and practical evaluations. Indirect measures include student surveys, feedback from instructors, and analysis of retention and graduation rates.

When will assessment activities occur and at what frequency?

Assessment activities will occur throughout the program at various frequencies:

- Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.
- Summative assessments (midterm, final examinations, term projects, reflection essays) will occur at the end of relevant courses and following at the end of each year. Alumni and industry surveys will be completed two years following graduation.
- Case studies, teaching plans, and projects will be assigned periodically.

Student Learning Outcomes

Learning Objectives

Intended learning outcomes for PsyD clinical psychology graduates are detailed in the accreditation requirements for the American Psychological Association (APA). The curriculum will be based on profession-wide competencies as outlined by the APA, which

include the following: I. Research; II. Ethical and Legal Standards; III. Individual and Cultural Diversity; IV. Professional Values, Attitudes, and Behaviors; V. Communication and Interpersonal Skills; VI. Assessment; VII. Intervention; VIII. Supervision; IX. Consultation and Interprofessional/Interdisciplinary Skills.

These profession-wide competencies are expected of all graduates and are partially demonstrated via the following learning outcomes:

- I. Research: Successful completion of coursework related to methods and statistics, as well as completion of the dissertation, participation in faculty-supervised research, and completion of a manuscript to be submitted for possible publication in a peer-reviewed journal.
- II. Ethical and Legal Standards: Successful completion of coursework related to ethics and legal standards, demonstration of ethical practice in practicum and as assessed by faculty supervisor.
- III. Individual and Cultural Diversity: Successful completion of coursework related to culture and diversity, as well as by designing and implementing culturally sensitive interventions based on the unique needs and perspectives of their patient/client for whom they are providing assessment or therapy while demonstrating evidence-based practice under the supervision of a licensed psychologist.
- IV. Professional Values, Attitudes, and Behaviors: Outcomes for this area of competencies will be demonstrated by the successful completion of practicum, supervision, and case conferences.
- V. Communication and Interpersonal Skills: The student will demonstrate effective active listening, empathetic responses, and clear communication in therapeutic interactions with clients, and via supervision and obtaining feedback from supervisors.
- VI. Assessment: Successful completion of coursework related to Assessment, as well as completion of practicum and supervision. Next, they will successfully complete their comprehensive examination on assessment. They will also demonstrate competence in assessment via the one-year APA-accredited clinical internship, which is required for graduation.
- VII. Intervention: Successful completion of coursework related to Intervention, as well as completion of practicum and supervision. Next, they will successfully complete their comprehensive examination on therapy and intervention. They will also demonstrate competence in intervention via the one-year APA-accredited clinical internship, which is required for graduation.
- VIII. Supervision: Learning outcomes are based on the completion of a supervised practicum. Additionally, students in their 3rd and 4th years of training will have the opportunity to provide mentored supervision to 1st and 2nd year students (i.e., "supervised supervision").
- IX. Consultation and Interprofessional/Interdisciplinary Skills: Students will actively participate in interdisciplinary case conferences, contributing meaningful insights and recommendations, and receiving positive evaluations from colleagues and supervisors for their contributions.

Other general learning outcomes expected of students:

- Coursework: Students will obtain a grade of B or higher.
- Other didactics: attendance and participation in case conferences and other periodic seminars.
- Successful completion of supervised clinical practica (therapy and assessment experiences).
- Completion of a dissertation
- Completion of comprehensive examinations
- Completion of a one-year APA-accredited clinical internship (APA requirement).

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

Introduction

According to the Idaho Behavioral Health Alliance¹, there is a critical shortage of mental health providers in Idaho and there are not enough providers to meet the needs of Idaho citizens with mental health conditions. Fewer than half of Idahoans with mental health conditions receive appropriate care. Idaho is also the second highest in the nation for suicide and has a high rate of accidental deaths associated with substance abuse.

The Idaho Behavioral Health Alliance also suggests that Idaho has spent significant funding on developing crisis management rather than having continuous adequate health care. In other words, individuals with mental health difficulties are only being treated through crisis management rather than having continuous adequate health care between crises. Having health care only at the point of crisis rather than adequate health care between crises leads to poor health management over time and expense of healthcare costs. According to the Idaho Behavioral Health Alliance, "half of all claims submitted to the state catastrophic fund in 2018 involved a mental health diagnosis." This organization also suggests that one of the strategies to improve mental health healthcare in Idaho is to "implement policy to bolster behavioral health workforce and encourage retention, especially in rural areas..."

Current State of Behavioral Healthcare in Idaho

Mental health providers support people from early childhood through cognitive decline and other conditions associated with aging. Idaho currently lacks mental health resources to support the existing and growing needs of the state. The entire state of Idaho (100% of counties) is a mental health shortage area (HSPA) according to the Idaho Department of Health & Welfare². Additionally, Idaho has the lowest number of psychiatrists per capita, lowest number of child and adolescent psychiatrists, lowest number of geriatric psychiatrists and no addiction psychiatrists. Considering overall mental health care needs more broadly including providers such as clinical psychologists, Mental Health America³ (MHA 2023 report) ranks Idaho 44th out of 51 (including D.C.) in adult care, 47th in youth care, while ranking 48th in the prevalence of mental illness. Across all the metrics assessed by MHA, Idaho ranks 47th, indicating an imbalance between the prevalence of mental illness in the state and access to care. The same 2023 MHA report

revealed that 51% of adults in the state receive no treatment for mental illness and 32% have unmet mental health needs (Idaho ranked 41st in the nation). 47% of Idaho's youth with a major depressive episode do not receive mental health services. Lastly, Idaho ranks 34th in mental health workforce availability. These dire statistics are further enumerated by the Kaiser Family Foundation (KFF) data on mental health needs in Idaho6.

This general lack of behavioral health workforce has an economic impact on residents and improving access and mental health care in Idaho will have a positive impact on the economy as job numbers increase in mental health and as health care costs decline with better health care coverage for mental health needs.

Current Supply and Demand for Psychologists in Idaho

Idaho currently has a foundation that can be built upon to address these deficiencies by developing a PsyD program at the University of Idaho. The University of Idaho currently has a strong undergraduate psychology program with over 500 students, the school's largest major. Additionally, there are currently only two clinical psychology doctorate programs in Idaho, one longstanding program housed at Idaho State University and a second relatively new program at Northwest Nazarene University (NNU). Given that NNU's program is new and housed in a private institution, data from NNU are not enumerated here. ISU's program is accredited by the American Psychological Association (APA). However, this university turns away 90-95% of their applicants. From 2017 – 2022, there were a total of 585 applicants to ISU's program, but only 34 enrolled in the program, which is 5.8% enrollment from the applicant pool. In other words, in the past 6 application cycles at ISU, 551 individual applications were turned away. While some of these applicants may not be an adequate fit for a clinical psychology role, many of them likely are. If they continue their pursuit of obtaining a doctoral degree, they will ultimately have to leave the state to do so.

Similarly, there are very few APA-accredited clinical psychology doctoral programs regionally.

Montana: 1
 Wyoming: 1
 Alaska: 1
 New Mexico: 1
 Utah: 2
 Arizona: 3
 Washington: 4
 Oregon: 4
 Colorado: 5

Additionally, the Idaho Business for Education (IBE) reported that in August 2022, there were over 9,000 healthcare job vacancies in Idaho, with mental health being an important sector5 (e.g., on average, we have one school counselor for every 400 students).

Plan

The University of Idaho will develop a new Doctor of Psychology (PsyD) in Clinical Psychology to help fill the mental and behavioral health needs in Idaho. While the clinical degree will be housed in WWAMI, it will be in partnership with the UI Counseling and Mental Health Center (CMHC; formerly the Counseling and Testing) and the Psychology and Communication Department.

This partnership is currently supported by the following:

1. Dr. Jeff Seegmiller, Regional Dean and Director, WWAMI
2. Dr. Thomas J. Farrer, Associate Program Director, WWAMI
3. Dr. Benjamin Barton, Professor and Department Chair, Psychology and Communication Department.
4. Dr. Sean Quinlan, Dean, College of Letters, Arts and Social Sciences (CLASS)
5. Dr. Traci Craig, Professor and Associate Dean for Research and Faculty Affairs for CLASS
6. Dr. Greg Lambeth, Executive Director, UI Counseling & Mental Health Center (CMHC)
7. Dr. Martha Kitzrow, Training Director of APA-accredited internship, UI Counseling & Mental Health Center (CMHC)

Citations:

Idaho Behavioral Health Alliance: "Idaho's Behavioral Health Workforce Shortage" Retrieved 9/24/2023 from <https://www.idahobha.org/wp-content/uploads/2019/09/Idaho-Behavioral-Health-Workforce-Shortage-REVISE-8-22.pdf>

Idaho Department of Health and Welfare. Rural Health and Underserved Areas. Health Professional Shortage Areas (HSPA). Retrieved 9/24/2023 from <https://healthandwelfare.idaho.gov/providers/rural-health-and-underserved-areas/rural-health-and-underserved-areas>

Mental Health American. Retrieved 9/24/2023 from <https://mhanational.org/mhamapping/mha-state-county-data>

Idaho State University (ISU) Doctor of Philosophy in Clinical Psychology, Student Admissions, Outcomes, and Other Data. Retrieved 9/24/2023 from <https://www.isu.edu/psych/graduate-programs/clinical-phd-program/#d.en.239881>

Idaho Business for Education Report, August 2022. Retrieved 9/24/2023 from <http://idahobe.org/wp-content/uploads/2022/08/HEALTH-CARE-SUMMIT-WHITE-PAPER-3.0.pdf>

Kaiser Family Foundation, Mental Health in Idaho, retrieved 9/24/2023 from [https://www.kff.org/statedata/mental-health-and-substance-use-state-fact-sheets/idaho/#:~:text=Prior%20to%20the%20pandemic%2C%20in,6.2%25%20\(15.4%20million\)](https://www.kff.org/statedata/mental-health-and-substance-use-state-fact-sheets/idaho/#:~:text=Prior%20to%20the%20pandemic%2C%20in,6.2%25%20(15.4%20million))

Supporting Documents

548 Program Description Doctor of Psychology in Clinical Psychology.pdf
 Org Chart_Health Professions_COGS_SHAMP.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Thu, 12 Oct 2023 19:19:01 GMT): Program Description for #548 attached.

Linda Lundgren (lindalundgren) (Thu, 19 Oct 2023 22:55:24 GMT): LL rolled back to department for corrections. Email sent to Dr. Farrer to address specific to corrections to CIM and Full Proposal form.

Linda Lundgren (lindalundgren) (Thu, 19 Oct 2023 22:56:31 GMT): Rollback: LL sent email to Dr. Farrer to address corrections to State Full proposal form and CIM.

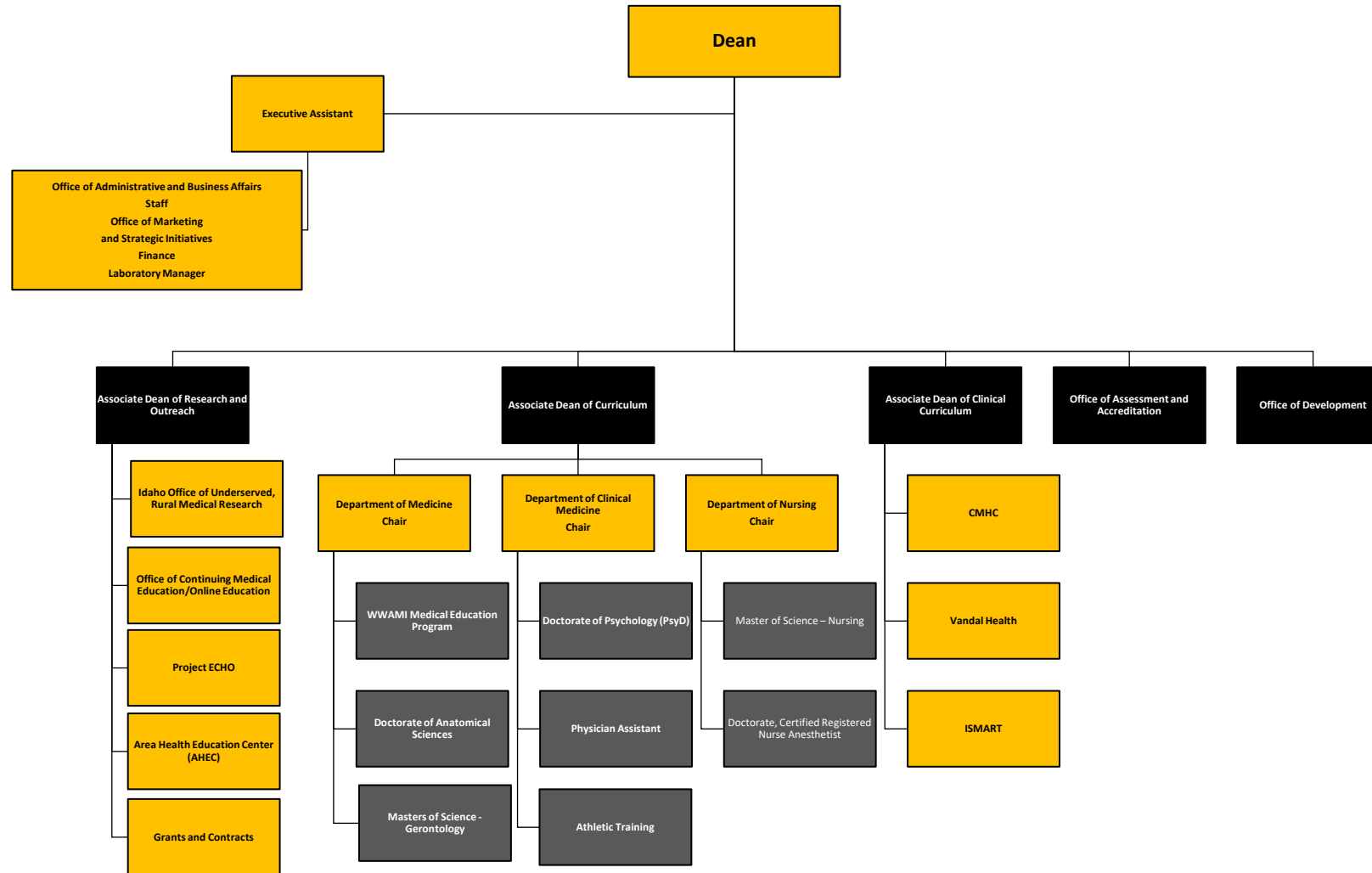
Sydney Beal (sbeal) (Tue, 23 Jan 2024 22:44:18 GMT): Approved at UCC pending the successful approval of the associated coursework

Key: 548

Program Description #548

The Doctor of Psychology (PsyD) program in Clinical Psychology offers comprehensive instruction in assessment and diagnosis, evidence-based intervention and therapy techniques, professionalism, and ethics, with a practitioner-scholar framework. With a lifespan and generalist series of courses and mentored clinical experiences, students will be well-prepared to obtain licensure and independently practice clinical psychology.

School of Health and Medical Professions



550: MASTER OF PHYSICIAN ASSISTANT STUDIES

In Workflow

1. 276 Chair (mcmurtry@uidaho.edu)
2. 20 Curriculum Committee Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
3. 20 Dean (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Post-UCC Registrar (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
14. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
15. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Mon, 16 Oct 2023 21:01:42 GMT
Tyler Bland (tbland): Approved for 471 Chair
2. Mon, 16 Oct 2023 21:35:44 GMT
Jeffrey Seegmiller (jeffreys): Approved for 22 Curriculum Committee Chair
3. Mon, 16 Oct 2023 21:36:22 GMT
Jeffrey Seegmiller (jeffreys): Approved for 22 Dean
4. Tue, 07 Nov 2023 01:04:59 GMT
Linda Lundgren (lindalundgren): Rollback to 471 Chair for Provost's Office
5. Wed, 08 Nov 2023 01:50:54 GMT
Tyler Bland (tbland): Rollback to Initiator
6. Wed, 06 Dec 2023 23:38:10 GMT
Jerry McMurtry (mcmurtry): Approved for 276 Chair
7. Thu, 07 Dec 2023 16:26:04 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Curriculum Committee Chair
8. Thu, 07 Dec 2023 17:20:51 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Dean
9. Fri, 08 Dec 2023 00:39:24 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
10. Thu, 21 Dec 2023 20:04:46 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
11. Thu, 21 Dec 2023 20:31:29 GMT
Jerry McMurtry (mcmurtry): Approved for Graduate Council Chair
12. Tue, 16 Jan 2024 21:10:30 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
13. Wed, 17 Jan 2024 16:16:43 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
14. Tue, 23 Jan 2024 22:45:19 GMT
Sydney Beal (sbeal): Approved for UCC
15. Thu, 25 Jan 2024 21:51:54 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Program Proposal

Date Submitted: Wed, 06 Dec 2023 23:37:17 GMT

Viewing: 550 : Master of Physician Assistant Studies

Last edit: Thu, 25 Jan 2024 21:51:51 GMT

Changes proposed by: Whitney Vincent

Faculty Contact

| Faculty Name | Faculty Email |
|---------------|---------------------|
| Russell Baker | russellb@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

Yes

Academic Level

Graduate

College

Graduate Studies

Department/Unit:

Graduate Studies

Effective Catalog Year

2025-2026

Program Title

Master of Physician Assistant Studies

Degree Type

Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

108

Attach Program Change

SBOE_Academic_Degree_and_Certificate_Full-Proposal_Form_PA.pdf

CIP Code

51.0912 - Physician Assistant.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

Yes

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

Yes

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Greater than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Discribe the financial impact

The WWAMI Medical Education Program has recently submitted a request for Fiscal Year 2025 to the State of Idaho for educational support to create a new School of Health and Medical Professions (SHAMP). Under this will be the Direct Entry Master of Physician Assistant Studies degree. Based on feedback from policymakers and Idaho business leaders, our request is dedicated to addressing

healthcare workforce needs, one of the most pressing issues the state is facing today. We acknowledge the importance of flexibility to adapt to evolving challenges and workforce needs of the future. The primary beneficiaries, if this program request is granted, are the individuals and communities who will be served by these future healthcare providers.

Curriculum:

See Attached SBOE Document

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The Physician Assistant program's learning outcomes and expectations are based on the Competencies for the Physician Assistant Profession as developed jointly by the National Commission on Accreditation of Physician Assistants (NCCPA), the American Academy of Physician Assistants (AAPA), the Accreditation Review Commission for Education of the Physician Assistant (ARC-PA), and the Physician Assistant Education Association (PAEA).

Our graduates will demonstrate entry-level proficiency as PAs in the following program-defined learning outcomes:

Medical Knowledge for Practice

Demonstrate knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. PAs should be able to:

Demonstrate investigative and critical thinking in clinical situations.

Access and interpret current and credible sources of medical information.

Apply principles of epidemiology to identify health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for individuals and populations.

Differentiate among acute, chronic, and emergent disease states.

Apply principles of clinical sciences to diagnose disease and utilize therapeutic decision-making, clinical problem-solving, and other evidence-based practice skills.

Adhere to standards of care, and to relevant laws, policies, and regulations that govern the delivery of care in the United States.

Consider cost-effectiveness when allocating resources for individual patients or population-based care.

Work effectively and efficiently in various healthcare delivery settings and systems relevant to the PA's clinical specialty.

Identify and address social determinants that affect access to care and deliver high-quality care in a value-based system.

Participate in surveillance of community resources to determine if they are adequate to sustain and improve health.

Utilize technological advancements that decrease costs, improve quality, and increase access to sustain and improve healthcare.

Interpersonal and Communication Skills

Demonstrate interpersonal and communication skills (verbal, nonverbal, written, and electronic) that result in the effective exchange of information and collaboration with patients, their families, and health professionals. PAs should be able to:

Establish meaningful therapeutic relationships with patients and families to ensure that patients' values and preferences are addressed and that needs and goals are met to deliver patient-centered care.

Provide effective, equitable, understandable, respectful, quality, and culturally competent care that is responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.

Accurately and adequately document information regarding care for medical, legal, quality, and financial purposes.

Demonstrate sensitivity, honesty, and compassion in all conversations.

Demonstrate emotional resilience, stability, adaptability, flexibility, and tolerance of ambiguity.

Recognize communication barriers and provide solutions.

Patient-centered Care

Provide person-centered care that includes patient- and setting-specific assessment, evaluation, and management and healthcare that is evidence-based, supports patient safety, and advances in health equity. PAs should be able to:

Accumulate accurate and essential information about patients through history-taking, physical examination, and diagnostic testing.

Develop, implement, and monitor effectiveness of patient management plans.

Maintain proficiency to perform safely all medical, diagnostic, and surgical procedures considered essential for primary care.

Counsel, education, and empower patients and their families to participate in their care and enable shared decision-making.

Refer patients appropriately, ensure continuity of care throughout transitions between providers or settings and follow-up on patient progress and outcomes.

Provide health care service to patients, families, and communities to prevent health problems and to maintain health.

Professionalism

Adhere to the standards of care in the role of the PA in the health care team.

Demonstrate responsiveness to patient needs that supersedes self-interest.

Demonstrate a high level of responsibility, ethical practice, and adherence to legal and regulatory requirements.

Demonstrate sensitivity to a diverse patient population by identifying the socio-cultural, familial, psychological, economic, environmental, and spiritual factors impacting health care and health care delivery; and responding to these factors by planning and advocating the appropriate course of action at both the individual and the community level.

Practice-based Learning and Improvement

Demonstrate the ability to learn and implement quality improvement practices by engaging in critical analysis of one's own practice experience, the medical literature, and other information resources of the purpose of self-evaluation, lifelong learning, and practice management. PAs should be able to:

Use practice performance data and metrics to identify areas for improvement.

Critically evaluate the medical literature in order to use current practice guidelines and apply the principles of evidence-based medicine to patient care.

Society and Population Health

Recognize and understand the influences of the ecosystem of person, family, population, environment, and policy on health of patients and integrate knowledge of these determinants of health into patient care decisions. PAs should be able to:

Apply principles of social-behavioral sciences by assessing the impact of psychosocial and cultural influences on health, disease, care seeking, and compliance.

Improve the health of patient populations through recognition of the influences of genetic, socioeconomic, environmental, and other determinants on the health of the individual and the community.

Demonstrate accountability, responsibility, and leadership for removing barriers to health.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Student success in achieving the intended learning outcomes of the program will be monitored throughout the program's didactic and clinical phases. The program's faculty and clinical preceptors will evaluate students through a variety of assessment tools, including but not limited to multiple-choice examinations, collaborative group projects, objective structured clinical examinations (OSCEs), and clinical performance evaluations.

How will you ensure that the assessment findings will be used to improve the program?

Assessment findings will be used in compliance with external program accreditation requirements to ensure program-self-study and improvement is occurring regularly. Student board exam performance and external accreditation requirements will be assessed annually to examine program performance

What direct and indirect measures will be used to assess student learning?

Examinations and Quizzes

Clinical Skills Assessment

Case Studies and Care Plans

Reflective Journals and Portfolios.

Preceptor, Peer, and Self-Assessment

Board Examinations

When will assessment activities occur and at what frequency?

Assessment findings will be used for continuous program improvement through the following mechanisms:

Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.

Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.

Faculty Development: Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement.

Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

Assessment Activity Timing (assessment activities will occur throughout the program at various frequencies):

Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.

Summative assessments (midterm, final examinations) will occur at the end of relevant courses and following year one and year two. Alumni and industry surveys will be completed two years following graduation.

Clinical skills assessments and evaluations will be conducted during clinical rotations.

Case studies, care plans, and projects will be assigned periodically.

Student Learning Outcomes

Learning Objectives

Our graduates will demonstrate entry-level proficiency as PAs in the following program-defined outcomes:

Medical Knowledge for Practice

- Demonstrate knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. PAs should be able to:
- Demonstrate investigative and critical thinking in clinical situations.
- Access and interpret current and credible sources of medical information.
- Apply principles of epidemiology to identify health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for individuals and populations.
- Differentiate among acute, chronic, and emergent disease states.
- Apply principles of clinical sciences to diagnose disease and utilize therapeutic decision-making, clinical problem-solving, and other evidence-based practice skills.
- Adhere to standards of care, and to relevant laws, policies, and regulations that govern the delivery of care in the United States.
- Consider cost-effectiveness when allocating resources for individual patients or population-based care.
- Work effectively and efficiently in various health care delivery settings and systems relevant to the PA's clinical specialty.
- Identify and address social determinants that affect access to care and deliver high quality care in a value-based system.
- Participate in surveillance of community resources to determine if they are adequate to sustain and improve health.
- Utilize technological advancements that decrease costs, improve quality, and increase access to sustain and improve healthcare.

Interpersonal and Communication Skills

- Demonstrate interpersonal and communication skills (verbal, nonverbal, written, and electronic) that result in the effective exchange of information and collaboration with patients, their families, and health professionals. PAs should be able to:
- Establish meaningful therapeutic relationships with patients and families to ensure that patients' values and preferences are addressed and that needs and goals are met to deliver patient-centered care.
- Provide effective, equitable, understandable, respectful, quality, and culturally competent care that is responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.
- Accurately and adequately document information regarding care for medical, legal, quality, and financial purposes.
- Demonstrate sensitivity, honesty, and compassion in all conversations.
- Demonstrate emotional resilience, stability, adaptability, flexibility, and tolerance of ambiguity.
- Recognize communication barriers and provide solutions.

Patient-centered Care

- Provide person-centered care that includes patient- and setting-specific assessment, evaluation, and management and healthcare that is evidence-based, supports patient safety, and advances in health equity. PAs should be able to:
- Accumulate accurate and essential information about patients through history-taking, physical examination, and diagnostic testing.
- Develop, implement, and monitor effectiveness of patient management plans.
- Maintain proficiency to perform safely all medical, diagnostic, and surgical procedures considered essential for primary care.
- Counsel, education, and empower patients and their families to participate in their care and enable shared decision-making.
- Refer patients appropriately, ensure continuity of care throughout transitions between providers or settings and follow-up on patient progress and outcomes.
- Provide health care service to patients, families, and communities to prevent health problems and to maintain health.

Professionalism

- Adhere to the standards of care in the role of the PA in the health care team.
- Demonstrate responsiveness to patient needs that supersedes self-interest.
- Demonstrate a high level of responsibility, ethical practice, and adherence to legal and regulatory requirements.
- Demonstrate sensitivity to a diverse patient population by identifying the socio-cultural, familial, psychological, economic, environmental, and spiritual factors impacting health care and health care delivery; and responding to these factors by planning and advocating the appropriate course of action at both the individual and the community level.

Practice-based Learning and Improvement

- Demonstrate the ability to learn and implement quality improvement practices by engaging in critical analysis of one's own practice experience, the medical literature, and other information resources of the purpose of self-evaluation, lifelong learning, and practice management. PAs should be able to:
- Use practice performance data and metrics to identify areas for improvement.
- Critically evaluate the medical literature in order to use current practice guidelines and apply the principles of evidence-based medicine to patient care.

Society and Population Health

- Recognize and understand the influences of the ecosystem of person, family, population, environment, and policy on health of patients and integrate knowledge of these determinants of health into patient care decisions. PAs should be able to:
- Apply principles of social-behavioral sciences by assessing the impact of psychosocial and cultural influences on health, disease, care seeking, and compliance.
- Improve the health of patient populations through recognition of the influences of genetic, socioeconomic, environmental, and other determinants on the health of the individual and the community.
- Demonstrate accountability, responsibility, and leadership for removing barriers to health.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

Rationale:

Idaho has been one of the fastest growing states for 5 consecutive years: our population increased by 11.1% since 2016 and is expected to grow 10.5% between 2021 and 2026. The population increase in Idaho substantially outpaced the national growth rate of 1.8% by 13.5%. Additionally, Idaho's percentage of the population over the age of 65 has grown from 15% (2015) to 16% (2021). The rapid population growth and increased percentage of an aging population further burden a struggling healthcare system, exacerbating the industry need for expansion of healthcare services in Idaho.

Idaho is facing a severe healthcare workforce crisis; for example, in June of 2022, Idaho had 9,000 health care jobs that could not be filled. While a shortage of healthcare professionals is not unique to Idaho, the worsening shortages nationwide, and Idaho population increases has resulted in a need for more healthcare professionals and a decrease in the per capita healthcare provider ratio. This change in our population and a decrease in the healthcare provider ratio justifies seeking new solutions to increase the number of health care professionals who will care for the people of Idaho.

Currently, Idaho ranks at the bottom of all the states for number of practicing physicians per capita. The Idaho Department of Health and Welfare data indicates 98% of the state has a shortage of primary care physicians and 100% of the state has a shortage of mental health professionals. Further, 41% of Idaho physicians are age 55 or older, with higher populations of older physicians in Idaho's rural communities. Physician assistants can fill these gaps in the Idaho healthcare system, especially in rural communities; thus, our state has an immediate need and rising demand for physician assistants. The increasing shortage of health care professionals is an Idaho issue that needs to be addressed by higher education institutions within the state.

Certified Physician Assistants/Associates (PA-Cs) are essential members of the healthcare workforce and play a crucial role in expanding access to quality healthcare for Idaho's most rural communities. PAs are qualified to work in just about every area of clinical medicine, from family medicine to surgical specialties. The three top specialties for PAs are family medicine (30.6%), emergency medicine (14.8%), and urgent care (10.1%). This versatility allows for PAs to be employed wherever a physician might be employed; by educating more PAs in Idaho, we can serve Idaho citizens with healthcare who may not receive it otherwise due to the physician shortage.

The PA program at UI will serve baccalaureate prepared students from a variety of backgrounds who may enroll directly after completion of their undergraduate degree or as is often the case, after working in another health care field for a variable length of time. Our goal is to find qualified Idaho residents for at least two-thirds of the available seats in the program. We intend to attract individuals who want to serve their communities as providers of quality health care with an emphasis on evidence-based medicine. To that end, we will make a concerted effort to attract and accept a diverse student body to create a student-centered educational environment that engages individuals to become compassionate, competent physician assistants who possess the clinical skills to contribute positively to the dynamic health care needs of rural and underserved Idaho communities.

The Idaho Department of Labor predicts a 23% growth rate for PA positions in Idaho through 2030. Currently, Idaho State University runs the only PA program in the state, with cohorts enrolled in three locations: Pocatello, Meridian, and Caldwell. It is a distance learning model that leverages the talents of faculty at all locations to serve students. Seventy-two students are admitted each year (out of ~650 to 900 applications), and the applicant pool of students not accepted has a large portion of Idaho residents (e.g., the ISU applicant 'alternate list' has been made up 40% or more Idaho residents in 3 of the past 4 years). A comparable PA program at

the University of Utah has similar PA production (i.e., 60-68 students per cohort out of ~2500 applicants; self-reports a 3% admission rate for the PA program). In short, more than 90% of applicants are not accepted to either of these programs and the regional admissions data supports a great student desire to pursue a career as a PA that is not being met. Further, there is a great demand for PA graduates in the healthcare system. The student and healthcare system demand are greater than ISU can meet, and establishing a program at UI allows for students to be trained and prepared to meet the needs of northern Idaho and our rural communities (e.g., not training students in the Treasure Valley who are likely to remain in the Treasure Valley for clinical practice). The U of I's expansion into PA education, especially since our program will focus on recruitment from – and training in – Northern Idaho is needed for our students and our state.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any:

Supporting Documents

Program Description for Master of Physician Assistant.pdf
 University of Idaho PA Curriculum.pdf
 Budget-Proposal-Form_PA Program.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Thu, 26 Oct 2023 15:54:16 GMT): 10/25/23: Program Description attached.

Linda Lundgren (lindalundgren) (Tue, 07 Nov 2023 01:04:49 GMT): 11/6/23: LL rolling back to dept. Email sent to Dr. Russel Baker outlining revisions that need to be done in proposal.

Linda Lundgren (lindalundgren) (Tue, 07 Nov 2023 01:04:59 GMT): Rollback: 11/6/23: LL rolling back to dept. Email sent to Dr. Russel Baker outlining revisions that need to be done in proposal.

Tyler Bland (tbland) (Wed, 08 Nov 2023 01:50:54 GMT): Rollback: Rollback

Sydney Beal (sbeal) (Tue, 23 Jan 2024 22:45:16 GMT): Approved at UCC pending the successful approval of the associated coursework

Key: 550

University of Idaho PA Curriculum Draft: Didactic Year

First Semester (18 credits):

1. Anatomy (4 credits):
 - a. This course provides students with exposure to human anatomy. Students will learn the structure of the human body through active participation in the classroom, interactive software programs, and in the planning, dissection, and presentation of findings in the laboratory setting. Students will apply this foundational, anatomical knowledge to diseases and disorders in humans.
2. Physiology (2 credits separate or part of anatomy)
 - a. The basic concepts and principles that are essential to comprehending the fundamental mechanisms of human physiology at the cellular, tissue and organ levels and the requirements for the maintenance of homeostatic control. This course lays the foundation for understanding the underlying principles of the etiology, management, and prevention of human disease processes.
3. Foundations of Medical Science (4 credits)
 - a. This course provides students with exposure to the basic sciences related to the practice of medicine. Students will learn select topics in physiology, microbiology, pharmacology, laboratory studies, infectious disease and immunology and be introduced to diagnostic imaging (e.g., point of care ultrasound, magnetic resonance imaging). Students will apply this foundational, science knowledge to diseases and disorders in humans.
4. Introduction to Patient Care (5 credits)
 - a. This course provides students with the tools to conduct a comprehensive medical interview and introduces skills to assist in performing a physical examination to support patient evaluation and management. Students will learn effective methods for obtaining and documenting historical information, developing communication skills with patients and health care providers, and providing patient counseling. Further, students will learn critical thinking skills, physical examination techniques, and interpretation and documentation of medical findings. Students will learn through lectures, case discussions, laboratory sessions and patient simulations, and small group discussions.
5. Introduction to Epidemiology & Biostatistics (2 credits)
 - a. This course provides students with exposure to the basic concepts of descriptive and analytic epidemiology. Students will learn to read and interpret medical literature as it relates to disease frequency, probability, study design, sample size, hypothesis testing, test significance, measures of data quality and bias, multivariate models, survival analysis, and causality for the practice of evidence-based medicine. Students will develop these skills through lectures, journal article discussions, assignments, readings, and projects.
6. Humanism & Ethics in Health Care (1 credit)
 - a. This course is designed to provide an exposure to ethical principles and practice in healthcare, while also service as a foundation for PA students to appreciate and apply humanism in health and healthcare in their professional practice. Topics covered in this course include ethical theories, the history and future of humanism in medicine, medicalization and over diagnosis, the science of empathy, and the intersection of marginalization, otherness and cultural competency. Students will engage with multiple learning modalities such as articles, videos, interactive group activities, and short written reflections and quizzes.

Second Semester (18 credits):

1. Patient Assessment and Diagnosis I (5 credits)
 - a. The first class in a series that provides preparation on history-taking, physical examination techniques, counseling, documentation and presenting clinical information, the practical application of these clinical skills, along with the essentials of ordering, interpreting, and performing diagnostic studies used in the screening, diagnosis, management, and monitoring of common diseases. Emphasis is placed on acquiring the skills, knowledge and sensitivity needed to communicate and intervene effectively in a wide variety of patient encounters. Teaching methods include lectures, small group demonstrations and hands-on laboratory and practice sessions as well as clinical assignments to examine and/or interview standardized patients and patients in hospital, and outpatient settings. Students also access standardized patients in a controlled setting. Audiovisuals and asynchronous learning are also used. The topics of this course will be sequenced with the other content areas (e.g., clinical medicine, pharmacology) in the curriculum.
2. Clinical Medicine I (5 credits)
 - a. The first course of a sequence of courses to explore the essentials of diagnosis and management of the most common clinical problems seen by primary care practitioners using an organ systems and life stages approach. Clinical information is presented in lectures, small group learning experiences, modules, and practicums. Content covered in this course is correlated with preceding courses on physiology, anatomy, and basic medical science to build upon and develop a learner's foundational understanding of pathophysiology and related mechanisms of health and disease. This course supports the development of clinical reasoning and problem-solving skills applied to inform preventative, emergent, chronic, and rehabilitative care. Patient cases are used in modules, practicums, and small group settings to enhance readings and lectures. These core courses serve as the foundation of clinical medicine and most other courses are organized and built around the curricular content provided.
3. Pharmacology I (2 credits)
 - a. The essentials of basic pharmacological principles and disease process therapeutics. Topics for this course are sequenced with Clinical Medicine I, II and III (PHYASST 220, 221, 222) and are provided in lecture format.
4. Foundations in Community and Social Medicine (2 credits)
 - a. This course provides students with an understanding of the social, economic, and environmental factors that impact the health of populations and communities. Students will learn about social determinants of health, implicit bias and how to engage patients as upstanders for patient and community health.
5. Evidence-based Medicine I (1 credit)
 - a. A lecture and seminar course that provides a practical approach to making sound medical decisions based on current evidence in medical literature. Through a series of didactic presentations, group exercises, and reading, students will learn the basic principles of evidence-based medicine. Basic skills in using MEDLINE and other medical databases will be emphasized and practiced. Research principles, research ethics, and basic statistical review are introduced.
6. Practice and the Health System I (1 credit)
 - a. Provide an overview of the U.S. health care system with a focus on the PA profession. An interprofessional faculty will provide lectures and lead conversations on various aspects of PA practice and the health care system, including topics such as: the history of the PA profession, population health, health disparities, and health policy. The first part of the course sequence (PHS 1) will focus on sociocultural influences on health, wellness, and health care.
7. Complementary Medicine and Nutrition (2 credits)
 - a. This course provides an overview of the importance of and role of the human lifestyle in healthcare, and the principles for maintaining good health through nutrition, sleep, exercise, stress, risky behavior reduction, and social connection. It will address the health hazards associated with dietary deficiencies including obesity, fad dieting, food contamination, and diet management of selected diseases. It will address the use of therapeutic lifestyle interventions as a primary modality to both prevent and treat chronic diseases including, but not limited to, cardiovascular disease, type 2 diabetes, and obesity.

Third Semester (18 credits):

1. Patient Assessment and Diagnosis II (5 credits)
 - a. The second class in a series that provides preparation on history-taking, physical examination techniques, counseling, documentation and presenting clinical information, the practical application of these clinical skills, along with the essentials of ordering, interpreting, and performing diagnostic studies used in the screening, diagnosis, management, and monitoring of common diseases. Emphasis is placed on acquiring the skills, knowledge and sensitivity needed to communicate and intervene effectively in a wide variety of patient encounters. Teaching methods include lectures, small group demonstrations and hands-on laboratory and practice sessions as well as clinical assignments to examine and/or interview standardized patients and patients in hospital, and outpatient settings. Students also access standardized patients in a controlled setting. Audiovisuals and asynchronous learning are also used. The topics of this course will be sequenced with the other content areas (e.g., clinical medicine, pharmacology) in the curriculum.
2. Clinical Medicine II (5 credits)
 - a. The second course of a sequence of courses to explore the essentials of diagnosis and management of the most common clinical problems seen by primary care practitioners using an organ systems and life stages approach. Clinical information is presented in lectures, small group learning experiences, modules, and practicums. Content covered in this course is correlated with preceding courses on physiology, anatomy, and basic medical science to build upon and develop a learner's foundational understanding of pathophysiology and related mechanisms of health and disease. This course supports the development of clinical reasoning and problem-solving skills applied to inform preventative, emergent, chronic, and rehabilitative care. Patient cases are used in modules, practicums, and small group settings to enhance readings and lectures. These core courses serve as the foundation of clinical medicine and most other courses are organized and built around the curricular content provided.
3. Pharmacology II (2 credits)
 - a. The essentials of basic pharmacological principles and disease process therapeutics. Topics for this course are sequenced with Clinical Medicine I, II and III (PHYASST 220, 221, 222) and are provided in lecture format.
4. Evidence-based Medicine II (1 credit)
 - a. A lecture and seminar course that provides a practical approach to making sound medical decisions on the basis of current evidence in the medical literature. Through a series of didactic presentations, group exercises, and reading, students will learn the basic principles of evidence-based medicine. Basic skills in using MEDLINE and other medical databases will be emphasized and practiced. Research principles, research ethics, and basic statistical review are introduced.
5. Practice and the Health System II (1 credit)
 - a. Provide an overview of the U.S. health care system with a focus on the PA profession. An interprofessional faculty will provide lectures and lead conversations on various aspects of PA practice and the health care system, including topics such as: the history of the PA profession, population health, health disparities, and health policy. The second portion of the course sequence (PHS II) will continue discussion of the PA professional role, including interactions in the health care system and health policy, and practical application of content in professional settings.
6. Fundamentals of Surgery II (3 credits)
 - a. The course focuses on the basic surgical concepts needed for the PA to function in primary care settings as well as major surgical areas. The course emphasizes surgical concepts, topics and surgical technique. A substantial part of this course consists of essential hands-on laboratory exercises emphasizing surgical skills required in a primary care setting.
7. Electrocardiography (ECG) and Life Support Procedures and Skills (1 credit)
 - a. This course provides the basics for learning to interpret normal ECG tracings and applying those principles to interpret the ECG tracings of common cardiac disease. This course will also introduce the principles of advanced life support utilized in medical and surgical emergencies. Includes a review of the most common emergency situations encountered and provides hands-on practical training that will assist the clinician in developing the skills required to stabilize patients with life threatening conditions. Includes certification in Basic (BLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), and Advanced Trauma Life Support (ATLS).

Fourth Semester (18 credits):

1. Patient Assessment and Diagnosis III (5 credits)
 - a. The third class in a series that provides preparation on history-taking, physical examination techniques, counseling, documentation and presenting clinical information, the practical application of these clinical skills, along with the essentials of ordering, interpreting, and performing diagnostic studies used in the screening, diagnosis, management, and monitoring of common diseases. Emphasis is placed on acquiring the skills, knowledge and sensitivity needed to communicate and intervene effectively in a wide variety of patient encounters. Teaching methods include lectures, small group demonstrations and hands-on laboratory and practice sessions as well as clinical assignments to examine and/or interview standardized patients and patients in hospital, and outpatient settings. Students also access standardized patients in a controlled setting. Audiovisuals and asynchronous learning are also used. The topics of this course will be sequenced with the other content areas (e.g., clinical medicine, pharmacology) in the curriculum.
2. Clinical Medicine III (5 credits)
 - a. The third course of a sequence of courses to explore the essentials of diagnosis and management of the most common clinical problems seen by primary care practitioners using an organ systems and life stages approach. Clinical information is presented in lectures, small group learning experiences, modules, and practicums. Content covered in this course is correlated with preceding courses on physiology, anatomy, and basic medical science to build upon and develop a learner's foundational understanding of pathophysiology and related mechanisms of health and disease. This course supports the development of clinical reasoning and problem-solving skills applied to inform preventative, emergent, chronic, and rehabilitative care. Patient cases are used in modules, practicums, and small group settings to enhance readings and lectures. These core courses serve as the foundation of clinical medicine and most other courses are organized and built around the curricular content provided.
3. Pharmacology III (2 credits)
 - a. The essentials of basic pharmacological principles and disease process therapeutics. Topics for this course are sequenced with Clinical Medicine I, II and III (PHYASST 220, 221, 222) and are provided in lecture format.
4. Evidence-based Medicine III (3 credits):
 - a. During this course PA students complete an evidence-based review paper on a clinical question of interest. Students will present their findings to faculty and student colleagues.
5. Practice and the Health System III (1 credit):
 - a. The Practice & the Health System courses (PHS I, II, and III) provide an overview of the U.S. health care system with a focus on the PA profession. PHS III is the culmination of the course sequence. An interprofessional faculty approach provides lectures and leads discussions on various aspects of PA practice and the health care system, including topics such as: transition to professional practice, social and cultural determinants of health, medical billing and coding, advanced clinical medicine, licensure and certification, medication-assisted therapy training (MAT), professional ethics, team skills and communication, leadership development, and prescription writing/medication errors. The program's final summative evaluation is part of this course, which also serves as preparation for the PA National Certifying Examination (PANCE).
6. The Pathway to Patient Care (2 credits)
 - a. This two-week course provides physician assistant students with preparation to begin the clinical year rotations. Topics covered include preceptor expectations, self-care, electronic medical records access, professionalism and formative and summative assessment of readiness to enter the clinical training environment.

University of Idaho PA Curriculum Draft: Clinical Year (36 credits)

1. General Surgery (4 credits)
 - a. This required 4-week clinical clerkship provides the student with exposure to the principles and practices of general surgery. Emphasis is placed on the management of patients who present with surgical issues. The students will participate in the pre-operative evaluation of patients, including history taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. They will assist in the operating room, learn to write pre and post-operative notes, care for the post-operative patient, and report to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and perform bedside procedures. They will develop an understanding of how to function as part of the surgical team, develop effective communication with the patient, the healthcare team, and the patient's family.
2. Emergency Medicine (4 credits)
 - a. This required 4-week clinical clerkship provides the student with exposure to the principles and practice of emergency medicine. Emphasis is placed on caring for patients presenting to the emergency department. Students will participate in the assessment of patient acuity, disease state, and appropriate management within the setting of the emergency department. They will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and bedside procedures. Students will develop an understanding of how to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.
3. Obstetrics and Gynecology (4 credits)
 - a. This required 4-week clinical clerkship provides students with exposure to the principles and practice of obstetrics and gynecology, including health maintenance and screening. Emphasis is placed on caring for female patients across their life span, including menarche, family planning, childbearing years, perimenopause, menopause, and post-menopause. Students will learn how to recognize and treat sexually transmitted diseases, ovarian, breast, and uterine cancer, and evaluate and treat common ambulatory gynecologic problems. Students will learn prenatal counseling and care and may have exposure to labor and delivery. They will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and perform bedside procedures. They will develop an understanding of how to function as part of the medical team, improve effective communication with the patient, the healthcare team, and the patient's family.
4. Pediatrics (4 credits)
 - a. This required 4-week clinical clerkship provides the student with exposure to the principles and practice of pediatric medicine in the ambulatory setting. Students will gain experience caring for neonates, infants, children, and adolescents, providing parental education and guidance, recognizing the appropriate milestone, preventing illness, injury, and accidents, and providing care unique to the pediatric patient. Students will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and perform bedside procedures. They will develop an understanding of how to function as part of the medical team, improve effective communication with the patient, the healthcare team, and the patient's family.
5. Internal Medicine (4 credits)
 - a. This required 4-week clinical clerkship provides students with exposure to the principles and practice of internal medicine. Emphasis is placed on caring for the acutely and chronically ill adult patient who requires hospitalization. Students will participate in admission history taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in

inpatient rounds; provide patient presentations to clinical team members, and perform bedside procedures. Students will develop an understanding of how to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.

6. Family Medicine (4 credits)

- a. This required 4-week clinical clerkship provides the student with exposure to the principles and practice of family medicine. Emphasis is placed on disease prevention and health maintenance in adults and children. The students will develop an increased understanding of the social, economic, and environmental factors related to caring for the patient and extended family. They will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and perform bedside procedures. Students will develop an understanding of how to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.

7. Primary Care Directive (4 credits)

- a. This required 4-week clinical clerkship provides students with further exposure to the principles and practice of Primary Care. Emphasis is placed on caring for patients with general medical problems in the outpatient or the inpatient setting. Students will participate in taking medical histories, physical examination, assessment and formulation of a plan and problem list, ordering, and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in rounds; provide patient presentations to clinical team members and perform procedures. Students will develop an understanding of how to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.

8. Clinical Elective I (4 credits)

- a. These elective 4-week clinical clerkships provide the student with the opportunity to gain additional experience in one of the core clerkship areas or to supplement the foundational core clerkships with specialty disciplines in medicine and surgery. Emphasis is placed on the management of patients within the specialty discipline. Students will utilize these electives to better understand how a primary care provider should manage a patient presenting with a disease/condition prior to specialty referral and upon follow up. They will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and perform bedside procedures. Students will develop an understanding of how to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.

9. Clinical Elective II (4 credits)

- a. These elective 4-week clinical clerkships provide the student with the opportunity to gain additional experience in one of the core clerkship areas or to supplement the foundational core clerkships with specialty disciplines in medicine and surgery. Emphasis is placed on the management of patients within the specialty discipline. Students will utilize these electives to better understand how a primary care provider should manage a patient presenting with a disease/condition prior to specialty referral and upon follow up. They will participate in history-taking, physical examination, assessment and formulation of a plan and problem list, ordering and interpreting diagnostic tests, proper medical documentation, and reporting to the healthcare team as appropriate for the clerkship. During this clerkship, students may additionally participate in inpatient rounds, provide patient presentations to clinical team members, and perform bedside procedures. Students will develop an understanding of how to function as part of the medical team, develop effective communication with the patient, the healthcare team, and the patient's family.

Program Description:

The Master of Physician Assistant Studies is an entry-level program designed to empower aspiring healthcare professionals to become physician assistants (PAs). PAs are adept and compassionate healthcare providers who collaborate closely with physicians to deliver comprehensive patient care services. Within this program, students will acquire the essential skills to take complete medical histories, perform thorough physical examinations, interpret diagnostic studies, including laboratory tests and x-rays, and make informed diagnoses and treatment decisions. By doing so, our graduates contribute significantly to enhancing healthcare accessibility for underserved communities, both in urban and rural settings.

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the firstfour fiscal years of the
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

| | <u>FY 25</u> | | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | |
|-------------------------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|
| | FTE | Headcount | FTE | Headcount | FTE | Headcount | FTE | Headcount |
| A. New enrollments | | 20 | | 25 | | 30 | | 35 |
| B. Shifting enrollments | | | | | | | | |
| Total Enrollment | 0 | 20 | 0 | 45 | 0 | 55 | 0 | 65 |

II. REVENUE

| | <u>FY 25</u> | | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | |
|--|----------------|--------------|----------------|----------|----------------|----------|----------------|----------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. New Appropriated Funding Reques | \$507,600.00 | \$500,000.00 | \$507,600.00 | | \$507,600.00 | | \$507,600.00 | |
| 2. Institution Funds | | | | | | | | |
| 3. Federal | | | | | | | | |
| 4. New Tuition Revenues from Increased Enrollments | \$1,052,160.00 | | \$2,359,983.00 | | \$2,900,817.00 | | \$3,412,143.00 | |
| 5. Student Fees | | | | | | | | |
| 6. Other (i.e., Gifts) | | | | | | | | |
| Total Revenue | \$1,559,760 | \$500,000 | \$2,867,583 | \$0 | \$3,408,417 | \$0 | \$3,919,743 | \$0 |

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

| | <u>FY 25</u> | | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | |
|-------------------------------------|------------------|------------|------------------|------------|--------------------|------------|--------------------|------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Personnel Costs | | | | | | | | |
| 1. FTE | 5.5 | | 5.5 | | 7.5 | | 8.5 | |
| 2. Faculty | \$240,000.00 | | \$240,000.00 | | \$480,000.00 | | \$600,000.00 | |
| 3. Adjunct Faculty | | | | | | | | |
| 4. Graduate/Undergrad Assistants | | | | | | | | |
| 5. Research Personnel | | | | | | | | |
| 6. Directors/Administrators | 275000 | | 275000 | | 275000 | | 275000 | |
| 7. Administrative Support Personnel | 115000 | | 115000 | | 115000 | | 115000 | |
| 8. Fringe Benefits | 102600 | | 102600 | | 140800 | | 159900 | |
| 9. Other: | | | | | | | | |
| Total Personnel and Costs | \$732,600 | \$0 | \$732,600 | \$0 | \$1,010,800 | \$0 | \$1,149,900 | \$0 |

| | <u>FY 25</u> | | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | |
|----------------------------------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| B. Operating Expenditures | | | | | | | | |
| 1. Travel | \$20,000.00 | | \$20,000.00 | | \$20,000.00 | | \$20,000.00 | |
| 2. Professional Services | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | |
| 3. Other Services | | | | | | | | |
| 4. Communications | \$20,000.00 | | \$20,000.00 | | \$20,000.00 | | \$20,000.00 | |
| 5. Materials and Supplies | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | |

| | | | | | | | | |
|--|-----------------|------------|-----------------|------------|-----------------|------------|-----------------|------------|
| 6. Rentals | | | | | | | | |
| 7. Materials & Goods for Manufacture & Resale | | | | | | | | |
| 8. Miscellaneous | \$15,000.00 | | \$15,000.00 | | \$15,000.00 | | \$15,000.00 | |
| Total Operating Expenditures | \$90,000 | \$0 | \$90,000 | \$0 | \$90,000 | \$0 | \$90,000 | \$0 |

| | FY 25 | | FY 26 | | FY 27 | | FY 28 | |
|-----------------------------|--------------|------------------|-----------------|------------|-----------------|------------|-----------------|------------|
| C. Capital Outlay | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. Library Resources | | | | | | | | |
| 2. Equipment | | \$500,000.00 | \$25,000.00 | | \$25,000.00 | | \$25,000.00 | |
| Total Capital Outlay | \$0 | \$500,000 | \$25,000 | \$0 | \$25,000 | \$0 | \$25,000 | \$0 |

| | FY _____ | | FY _____ | | FY _____ | | FY _____ | |
|---|-----------------|----------|-----------------|----------|-----------------|----------|-----------------|----------|
| D. Capital Facilities Construction or Major Renovation | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| | | | | | | | | |
| E. Other Costs | | | | | | | | |
| Utilites | | | | | | | | |
| Maintenance & Repairs | | | | | | | | |
| Other | | | | | | | | |

| | | | | | | | | |
|-----------------------------|------------------|------------------|--------------------|------------|--------------------|------------|--------------------|------------|
| Total Other Costs | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| TOTAL EXPENDITURES: | <u>\$822,600</u> | <u>\$500,000</u> | <u>\$847,600</u> | <u>\$0</u> | <u>\$1,125,800</u> | <u>\$0</u> | <u>\$1,264,900</u> | <u>\$0</u> |
| Net Income (Deficit) | <u>\$737,160</u> | <u>\$0</u> | <u>\$2,019,983</u> | <u>\$0</u> | <u>\$2,282,617</u> | <u>\$0</u> | <u>\$2,654,843</u> | <u>\$0</u> |

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

| | |
|--------|--|
| I.A.B. | 20 students in the first year and a 5 student increase in cohort size each subsequent year. |
| II.4 | Based on projected enrollment with 75% of the cohort being in state students and 25% being out-of-state students. |
| III.B | Conference travel for professional development; professional services; program communciations; accreditation costs; program supplies. |
| III.C | Training equipment and simulation equipment purchases; subsequent upgrades and maintenance. (see request under Revenue II.1 for \$500,000) |
| | to cover this one time expenditure. |
| | |
| | |
| | |

99: SCHOOL OF HEALTH AND MEDICAL PROFESSIONS

In Workflow

1. Registrar's Office (none)
2. 20 Curriculum Committee Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
3. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
4. Registrar's Office (none)
5. Ready for UCC (disable)
6. UCC (none)
7. Post-UCC Registrar (none)
8. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
9. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
10. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
11. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 10 Oct 2023 16:19:22 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Wed, 08 Nov 2023 23:13:43 GMT
Linda Lundgren (lindalundgren): Rollback to Initiator
3. Wed, 06 Dec 2023 22:21:36 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
4. Thu, 14 Dec 2023 23:53:25 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Curriculum Committee Chair
5. Tue, 16 Jan 2024 21:56:41 GMT
Brenda Helbling (brenadah): Approved for Provost's Office
6. Thu, 18 Jan 2024 19:22:48 GMT
Sydney Beal (sbeal): Approved for Registrar's Office
7. Thu, 18 Jan 2024 19:23:11 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
8. Tue, 23 Jan 2024 22:42:51 GMT
Sydney Beal (sbeal): Approved for UCC
9. Thu, 25 Jan 2024 21:52:57 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Wed, 06 Dec 2023 22:01:01 GMT

Viewing: School of Health and Medical Professions

Last edit: Thu, 25 Jan 2024 21:52:53 GMT

Changes proposed by: Marlane Martonick

Faculty Contact

| Faculty Name | Faculty Email |
|-----------------------|---------------------|
| Jeffrey G. Seegmiller | jeffreys@uidaho.edu |

Request Type

Add/Drop a Department/School/Unit/College

Effective Catalog Year

2025-2026

Title

School of Health and Medical Professions

Request Details

Please see attached State Forms.

Attach State Form

Instructional_Administrative_Unit-Form-FINAL-1.pdf

Supporting Documents

School of Health and Medical Professions - Org Chart SHAMP.pdf
Budget-Proposal-Form_final_9-16-2021 (2).pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Thu, 19 Oct 2023 23:49:06 GMT): Per Jeff Seegmiller, updated Instructional_Admin form to shows Fall 2025 as implementation date.

Linda Lundgren (lindalundgren) (Wed, 08 Nov 2023 23:13:43 GMT): Rollback: Per email from Whitney Vincent on 11/8/23, at Marlane Martonick's request, Linda Lundgren asking rolled #99, College of Health and Medical Professions proposal. The college is no longer asking for a new college at this time but rather a new School of Health and Medical Professions so rolled back for verbiage to be revised on all proposals. Let me know if you have any questions, Thank you! Whitney WHITNEY VINCENT Academic Coordinator Idaho WWAMI Medical Education Program 208-885-1686 (O) 208-885-7910 (F) 121 W. Sweet Ave, Office 147 Moscow, ID 83844

Key: 99



Idaho State Board of Education

PROPOSAL FORM

Instructional and Administrative Units

| | |
|--------------------------------------|---|
| Date of Proposal Submission: | 09/26/2023 |
| Institution Submitting Proposal: | University of Idaho |
| Name of School, School, or Division: | The School of Health and Medical Professions |
| Name of Department(s) or Area(s): | Department of Medicine, Department of Clinical Medicine, Department of Nursing |
| Title of Proposed Unit | School of Health and Medical Professions |
| Proposed Implementation Date: | FY26 (Fall of 2025) |

Indicate whether this request is either of the following:

New Administrative Unit

New Instructional Unit

Jeffrey G. Seemiller, Ed.D.  10/9/23

 Dean Date

Christopher Nomura, VP for Research

 Vice President for Research (as applicable) Date

Jerry McMurtry, Dean, College of Grad Studies

 Graduate Dean (as applicable) Date

Patty Sanchez, OSBE Program Manager

 OSBE Program Manager/IDCTE Director, Program Services Date

Brian Foisy, VP for Finance and Administration

 FVP/Chief Fiscal Officer Date

Jenn Thompson, Chief Policy/Govt. Affairs Officer

 State Administrator, IDCTE Date

Torrey Lawrence, Provost/Exec. Vice President

 Provost/VP for Instruction Date

Patrick Coulson, Chief Financial Officer

 Chief Financial Officer, OSBE Date

Scott Green, President

 President Date

T.J. Bliss, Chief Academic Officer

 Chief Academic Officer, OSBE Date

Matt Freeman, Executive Director

SBOE/Executive Director or Designee Approval Date

1. What are the goals and objectives for the new unit?

As a unit of the University of Idaho, we intend to establish the School of Health and Medical Professions (SHAMP) which will provide the citizens of the State of Idaho an opportunity to fill a critical workforce shortage in healthcare. Idaho's population has been growing at an exceptional rate for five consecutive years, surpassing the national growth rate by a substantial margin. The mission of SHAMP is to improve the health of the people of Idaho by developing a robust academic health care delivery system that will educate and set forth a skilled workforce of healthcare professionals to attack this critical healthcare shortage.

To fulfill our mission, the following goals and objectives are set forth:

- To create educational opportunities to train the citizens of the State of Idaho in healthcare professions which will in turn expand and strengthen the healthcare services in Idaho.
- Expand health care academic programs to address the critical workforce shortage.
- Addressing Idaho's rural health care needs which often face the brunt of workforce shortages.
- Developing academic programs to help train and retain healthcare professionals, ensuring that even the most remote areas receive adequate medical and mental health services.
- Meeting the needs of the future which shows a continual population growth both in Idaho and nationally. This underscores the importance of establishing healthcare academic programs now to meet future workforce needs and reduce reliance on out-of-state recruitment.
- To build the school upon the highest quality, basic, applied, and clinical research available at the University of Idaho.

2. What is the relationship of the unit to the university's mission and priorities? Is the unit involved in instruction and if so, to what extent?

The mission of the University of Idaho is to shape the future through innovative thinking, community engagement and transformative education. The School of Health and Medical Professions stands firm in this mission by providing educational offerings that will transform the lives of our students through engaged learning and self-reflection. Our teaching and learning will include graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs will strive for excellence and will be enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff. The programs listed below have been identified as areas of workforce development to help meet the needs of the healthcare shortage.

The School of Health and Medical Professions will be the foundation on which our programs will grow. The school will be located within the College of Graduate Studies. Please note that the bulk of these specific programs are currently not being offered in our state institutions, except for the Physician's Assistant Program. Program Proposals for each of these academic programs are included in this School/Program proposal submission.

Doctorate Psychology (PsyD) program

The entire state of Idaho is a mental health shortage area and Idaho has the lowest number of psychiatrists per capita. Considering overall mental health care, Mental Health America ranks Idaho 49th out of 51 (including D.C.) in adult care, 45th in youth care, while ranking 50th (second highest) in the prevalence of mental illness (19% average). The University of Idaho has a foundation of faculty and facilities that can be leveraged to develop a doctorate in this clinical psychology program that will address deficiencies in mental health care. Once implemented,

graduates will be able to focus on mental health needs related to early childhood development, adolescent, and young adult care needs, such as suicide prevention, substance use disorder and mental health counseling, and geriatric care.

Direct-Entry Master of Science in Nursing (MSN)

The University of Idaho has a foundation of faculty and facilities that can be leveraged to develop a Master of Science in Nursing (MSN). The MSN prepares the graduate for a position as a Registered Nurse, as well as a leadership role in varied settings such as hospitals, health department, clinics, among other practice areas.

Doctorate - Anatomical Science Education (DAS)

Expert knowledge of the anatomical sciences is central to diagnosis and treatment of disease and as such in-depth coursework in this area has long been the foundation of health sciences curricula. Despite this, health sciences programs nationwide are facing an increasing shortage of highly trained anatomy educators. The Doctoral of Anatomical Sciences program is designed to train individuals to become fully qualified educators in all of the anatomical disciplines and conduct educational scholarly research for promotion and tenure.

Master of Science, Gerontology

The Master of Science in Gerontology prepares graduates to assume major leadership roles in the field of aging, primarily in the planning, administration, and evaluation of programs in the private and public sectors, as well as executive positions in the delivery of direct services to older people and their families and in the instruction of older adults and service providers.

Certified Registered Nurse Anesthetist (CRNA) Doctorate

The practice of anesthesia is a recognized specialty in nursing. Considered an essential role to the health care workforce, nurse anesthetists provide anesthesia and related care before and after surgical, therapeutic, diagnostic, and obstetrical procedures. They also provide pain management and emergency services such as airway management.

Physician Assistant (PA) - Masters

Working interdependently with physicians, PAs (Physician Assistant) provide diagnostic and therapeutic patient care in virtually all medical specialties and settings. They take patient histories, perform physical examinations, order laboratory and diagnostic studies, prescribe medications, and develop patient treatment plans. Their job descriptions are as diverse as those of their supervising physicians, and include clinical practice, patient education, team leadership, medical education, health administration, and research.

3. What is the demand for the unit's services? What population will the unit serve?

Idaho's population has been growing at an exceptional rate for five consecutive years, surpassing the national growth rate by a substantial margin.

This population surge has strained the state's healthcare system, underscoring the necessity for expanding healthcare services within Idaho. For example, Idaho ranks at the bottom among all states in terms of practicing physicians per capita. Moreover, a significant percentage of the state's physicians are approaching retirement age, further exacerbating the shortage.

Furthermore, it is quite evident that we simply do not have enough health care workers to take care of us and the situation could get worse if we do not act. The Idaho Business for Education

sponsored a Health Care Summit in June of 2022 to address the workers' healthcare crisis. In the report, they explored why we have a crisis, how it affects our health care professionals and their patients, and it recommends specific ways our leaders can help solve it. One of the chief ways to solve this crisis is ramping up educational opportunities for the citizens in the State of Idaho. Please see following white paper from the Idaho Business for Education: <http://idahobe.org/wp-content/uploads/2022/08/HEALTH-CARE-SUMMIT-WHITE-PAPER-3.0.pdf>

Healthcare jobs in Idaho are projected to be the fastest growing professions this decade, with nearly 10,000 new jobs being projected, according to the Idaho Department of Labor. The population that the new School will serve encompasses a broad demographic from the classroom to the bedside, by training a healthcare workforce who will in turn provide essential healthcare services to the people of Idaho.

Based on this important need, we propose to create the School of Health and Medical Professions at the University of Idaho which will provide the citizens of the State of Idaho an opportunity to fill this critical workforce shortage. The school will include three new departments and six new programs, along with existing programs such as the WWAMI Medical Education program and the Athletic Training program. The areas of justification include the following:

- **Critical Workforce Shortage:** Idaho's healthcare workforce shortage poses a significant threat to public health and access to quality care. Expanding healthcare academic programs is essential to address this urgent need.
- **Enhancing Access to Care:** Building on the success of the WWAMI medical program and partnerships, this budget request will allow the University of Idaho to initiate new healthcare programs within the School of Health and Medical Professions.
- **Addressing Rural Healthcare Needs:** Rural communities often face the brunt of workforce shortages. Developing academic programs will help train and retain healthcare professionals, ensuring that even the most remote areas receive adequate medical and mental health services.
- **Future Demand:** Projected growth in demand for healthcare professionals, both in Idaho and nationally, underscores the importance of establishing healthcare academic programs now to meet future workforce needs and reduce reliance on out-of-state recruitment.

4. Describe the proposed unit's organizational structure.

The new School of Health and Medical Professions located within the College of Graduate Studies will be supported by the many excellent administrative and academic units at the University of Idaho main campus (Financial Services, Human Resources, Risk Management, Facilities Management, and Business & Administrative services). The Dean for the School of Health and Medical Professions provides leadership to the Administration and Business Affairs division, which includes an executive assistant, support staff in finance, marketing and strategic initiatives, and laboratory management. The dean will oversee five academic and business divisions. We are currently proposing the new school and six new programs under three departments (Department of Medicine, Department of Clinical Medicine and the Department of Nursing). Our Idaho WWAMI Medical Education program is also included in this organizational structure and is under the Department of Medicine.

- 1) Department of Medicine
 - a) WWAMI Medical Education Program
 - b) Doctorate of Anatomical Sciences
 - c) Masters of Science – Gerontology

- 2) Department of Clinical Medicine
 - a) Doctorate of Psychology
 - b) Physician Assistant
 - c) Athletic Training

- 3) Department of Nursing
 - a) Masters of Science – Nursing
 - b) Doctorate, Certified Registered Nurse Anesthetist

We are working closely with the College of Education, Health and Human Sciences to transition their Athletic Training Programs into the new School as shown on the following organizational chart. In addition, our future strategic plan is to improve healthcare for all on-campus students and create “Vandal Health” which will provide hands-on experience and training for our students in these healthcare programs. Note: Please see attached organizational chart.

5. What targets have been set to assess the proposed unit’s success in achieving objectives?

GOAL 1: A WELL, EDUCATED CITIZENRY – Continuously improve access to health and medical education for individuals of all backgrounds, ages, abilities, and economic means.

GOAL 2: CRITICAL THINKING AND INNOVATION - SHAMP will provide an environment for the development of innovative ideas, and practical and theoretical knowledge to foster the development of healthcare workers (psychologists, gerontologists, physician assistants, nurses, anatomists, and future physicians) who contribute to the health and wellbeing of Idaho’s people and communities.

GOAL 3: Effective and Efficient Delivery Systems – Deliver health and medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our health and medical education program goals for Idaho.

6. Briefly describe the processes that will demonstrate the quality of the unit.

1. Set School and program performance measures as a series of goals to meet over time.
2. Define goals and objectives of the school and its programs and evaluate.
3. Report and use the evaluation findings to improve the school, programs, and its courses.
4. Each program will have an assessment process to be used for continuous program improvement through the following mechanisms:

- To evaluate how well students are achieving the intended learning outcomes, the following assessment processes will be employed:
- Examinations and Quizzes: Regular assessments will include written examinations and quizzes to evaluate knowledge acquisition and critical thinking skills.
- Clinical Skills Assessment: Clinical skills will be assessed through direct observation, practical examinations, and skills checklists during clinical rotations.
- Case Studies and Care Plans: Students will complete case studies and care plans to demonstrate their ability to apply theoretical knowledge to real-world patient care scenarios.
- Reflective Journals and Portfolios: Students will maintain reflective journals and e-portfolios, providing insights into their personal and professional growth.
- Peer and Self-Assessment: Peer evaluations and self-assessment will be incorporated for group projects and personal reflection on skills development.

Assessment findings will be used for continuous program improvement through the following mechanisms:

- Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.
- Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.
- Faculty Development: Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement.
- Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

Assessment Activity Timing - Assessment activities will occur throughout the program at various frequencies:

- Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.
- Summative assessments (midterm, final examinations) will occur at the end of relevant courses and following year one and year two. Alumni and industry surveys will be completed two years following graduation.
- Clinical skills assessments and evaluations will be conducted during clinical rotations.
- Case studies, care plans, and projects will be assigned periodically.

7. Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable.

| Entering Enrollment | Program/Degree Title |
|---------------------|---|
| 15 | Direct Entry - Masters Degree, Nursing (MSN) |
| 20 | Doctorate – Anatomical Science Education (DAS) - Self Support |
| 20 | Masters of Science – Gerontology – Self Support |
| 10 | Certified Registered Nurse Anesthetist (CRNA) - Self Support |

| 20 | Physician Assistant | |
|---|--------------------------------|-----------------------|
| 15 | Doctorate of Psychology (PsyD) | |
| Academic Personnel | | Description |
| 11 | Fulltime Faculty | |
| 4.5 | Parttime Faculty | |
| 7 | Administration and Staff | |
| Hospital/Clinic Training Sites | | Location |
| Gritman Medical Center and Medical Clinics | | Moscow, Idaho |
| St. Joseph Regional Medical Center | | Lewiston, Idaho |
| Tri State Hospital and Medical Clinics | | Clarkston, Washington |
| Whitman Hospital and Medical Clinics | | Colfax, Washington |
| Pullman Regional Hospital and Medical Clinics | | Pullman, Washington |
| Kootenai Medical Center | | Coeur d'Alene, Idaho |
| Bonner General Health | | Sandpoint, Idaho |
| North Idaho Acute Care Hospital | | Post Falls, Idaho |

8. Financial Impact: Using the **budget template**, provide a narrative budget summarizing the needs and requirements for implementing the new unit.

The WWAMI Medical Education Program has recently submitted a request for Fiscal Year 2025 to the State of Idaho for educational support to create a new School of Health and Medical Professions (SHAMP). Based on feedback from policy makers and Idaho business leaders, our request is dedicated to addressing healthcare workforce needs, one of the most pressing issues the state is facing today. We acknowledge the importance of flexibility to adapt to evolving challenges and workforce needs of the future. The budget summary is as follows:

Positions will be full-time, and part-time and most will be benefit eligible.

Healthcare Workforce – this request for the new School includes the programs that will require State support (Doctorate in Psychology, Physician Assistant, along with state support for the new School which includes Associate Dean of Curriculum, Associate Dean of Clinical Curriculum, Associate Dean of Admissions and Assessment, as well as department chairs and program coordinators. (Requesting 3.5 FTP; \$539,200 total General Fund PC funding with benefits). In addition to the state support, SHAMP will match the FTE and salary for a total personnel cost of \$946,700 (includes fringe benefits) for 7.0 FTE.

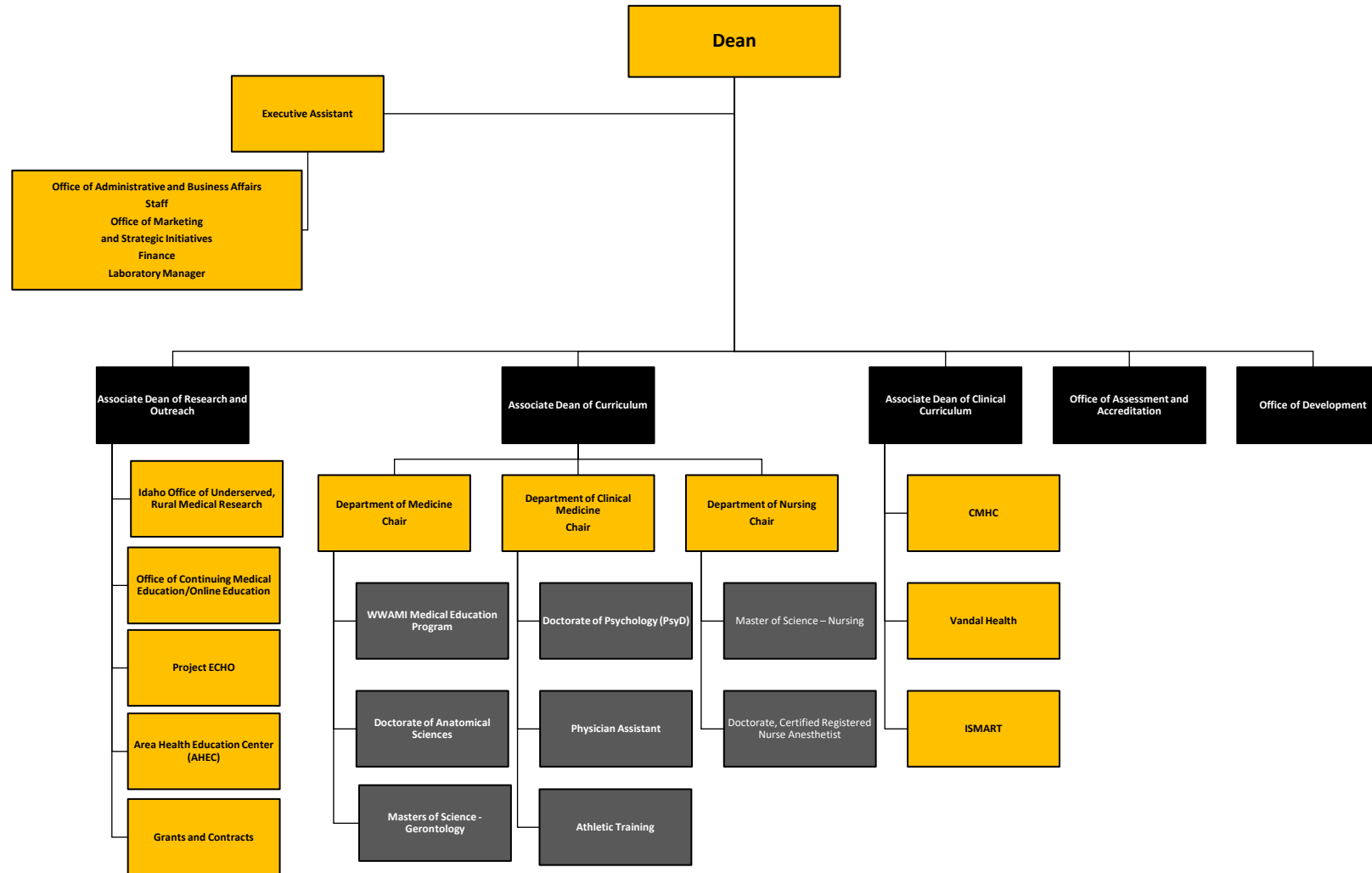
All personnel costs are based on market data and costs for comparable positions as per the University of Idaho's Market-based Compensation model.

The budget included in this proposal not only includes the budget request for FTE, salary and benefits that were submitted to the State of Idaho for FY25. It is necessary to include various expenditures to support the School and its programs. Therefore, the budget for this proposal includes \$100,000 in operating expenditures, as well as a one-time request for \$200,000 in capital outlay for equipment costs. The total amount for the FY25 budget is \$1,046,700.00. Each following year includes a 5% inflation added to the budget for all expenditures.

Current staff and faculty will be re-directed. Faculty and staff within WWAMI will be redirected to the new School of Health and Medical Professions. Please see the organizational chart under supportive documentation.

In conclusion, the primary beneficiaries, if this request is granted, are the individuals and communities who will be served by future PAs or Nurses, Clinical Psychologists and other graduates of the new School of Health and Medical Professions. Thus, the impact could encompass all of Idaho.

School of Health and Medical Professions



Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

| | <u>FY 25</u> | | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | |
|-------------------------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|
| | FTE | Headcount | FTE | Headcount | FTE | Headcount | FTE | Headcount |
| A. New enrollments | | | | | | | | |
| B. Shifting enrollments | | | | | | | | |
| Total Enrollment | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |

II. REVENUE

| | <u>FY 25</u> | | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | |
|--|---------------------|---------------------|---------------------|------------|---------------------|------------|---------------------|------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. New Appropriated Funding Request | <u>\$589,200.00</u> | <u>\$100,000.00</u> | <u>\$618,660.00</u> | | <u>\$649,593.00</u> | | <u>\$682,072.00</u> | |
| 2. Institution Funds | <u>\$457,500.00</u> | <u>\$100,000.00</u> | <u>\$480,375.00</u> | | <u>\$504,393.00</u> | | <u>\$529,613.00</u> | |
| 3. Federal | | | | | | | | |
| 4. New Tuition Revenues from Increased Enrollments | | | | | | | | |
| 5. Student Fees | | | | | | | | |
| 6. Other (i.e., Gifts) | | | | | | | | |
| Total Revenue | <u>\$1,046,700</u> | <u>\$200,000</u> | <u>\$1,099,035</u> | <u>\$0</u> | <u>\$1,153,986</u> | <u>\$0</u> | <u>\$1,211,685</u> | <u>\$0</u> |

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

| | <u>FY 25</u> | | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | |
|-------------------------------------|------------------|------------|------------------|------------|--------------------|------------|--------------------|------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Personnel Costs | | | | | | | | |
| 1. FTE | 7.0 | | 7.0 | | 7.0 | | 7.0 | |
| 2. Faculty | | | | | | | | |
| 3. Adjunct Faculty | | | | | | | | |
| 4. Graduate/Undergrad Assistants | | | | | | | | |
| 5. Research Personnel | | | | | | | | |
| 6. Directors/Administrators | 695000 | | 729750 | | 766237 | | 804549 | |
| 7. Administrative Support Personnel | 120000 | | 126000 | | 132300 | | 138915 | |
| 8. Fringe Benefits | 131700 | | 138285 | | 145199 | | 152459 | |
| 9. Other: | | | | | | | | |
| Total Personnel and Costs | \$946,700 | \$0 | \$994,035 | \$0 | \$1,043,736 | \$0 | \$1,095,923 | \$0 |

| | <u>FY 25</u> | | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | |
|----------------------------------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| B. Operating Expenditures | | | | | | | | |
| 1. Travel | \$20,000.00 | | \$21,000.00 | | \$22,050.00 | | \$23,152.00 | |
| 2. Professional Services | \$10,000.00 | | \$10,500.00 | | \$11,025.00 | | \$11,576.00 | |
| 3. Other Services | | | | | | | | |
| 4. Communications | \$20,000.00 | | \$21,000.00 | | \$22,050.00 | | \$23,152.00 | |
| 5. Materials and Supplies | \$40,000.00 | | \$42,000.00 | | \$44,100.00 | | \$46,305.00 | |

| | | | | | | | | |
|--|------------------|------------|------------------|------------|------------------|------------|------------------|------------|
| 6. Rentals | | | | | | | | |
| 7. Materials & Goods for Manufacture & Resale | | | | | | | | |
| 8. Miscellaneous | \$10,000.00 | | \$10,500.00 | | \$11,025.00 | | \$11,577.00 | |
| Total Operating Expenditures | <u>\$100,000</u> | <u>\$0</u> | <u>\$105,000</u> | <u>\$0</u> | <u>\$110,250</u> | <u>\$0</u> | <u>\$115,762</u> | <u>\$0</u> |

| | FY _____ | | FY _____ | | FY _____ | | FY _____ | |
|-----------------------------|------------|------------------|------------|------------|------------|------------|------------|------------|
| C. Capital Outlay | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. Library Resources | | | | | | | | |
| 2. Equipment | | \$200,000.00 | | | | | | |
| Total Capital Outlay | <u>\$0</u> | <u>\$200,000</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |

| | FY _____ | | FY _____ | | FY _____ | | FY _____ | |
|---|----------|----------|----------|----------|----------|----------|----------|----------|
| D. Capital Facilities Construction or Major Renovation | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| | | | | | | | | |

| E. Other Costs | | | | | | | | |
|-----------------------|--|--|--|--|--|--|--|--|
| Utilities | | | | | | | | |
| Maintenance & Repairs | | | | | | | | |

| | | | | | | | | |
|-----------------------------|--------------------|------------------|--------------------|------------|--------------------|------------|--------------------|------------|
| Other | | | | | | | | |
| Total Other Costs | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| TOTAL EXPENDITURES: | <u>\$1,046,700</u> | <u>\$200,000</u> | <u>\$1,099,035</u> | <u>\$0</u> | <u>\$1,153,986</u> | <u>\$0</u> | <u>\$1,211,685</u> | <u>\$0</u> |
| Net Income (Deficit) | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

| | |
|---------|--|
| D24-D26 | Salary costs are split 50/50 between Appropriation and Institutional funds. State supports all fringe benefit |
| D49 | FTE - 3.5 Appropriation / 3.5 Institution |
| D94 | Operating expenditures - these were not included in the budget request to the State of Idaho for FY25, but are necessary to support the Schd |
| F104 | Capital Outlay - Equipment - Computers, components, software (one time) |
| Note | Inflation of 5% added each FY to salary and expenditures |
| | |
| | |
| | |



POLICY COVER SHEET

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<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 3440 Compensation of Classified Employees**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Brandi Terwilliger, Director of Human Resources

Policy sponsor, if different from originator: Brian Foisy, VPFA

Reviewed by General Counsel: Yes No Name & Date: Kim Rytter, 12/27/23

Comprehensive review? Yes No

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
With the establishment of a market-based compensation system, this revision is necessary to replace the previous language which was based on the previous pay grade system. The primary compensation principles remain intact.
- 2. Fiscal Impact:** What fiscal impact, if any, will this change have?
None
- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
FSH 3260
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

3440

COMPENSATION OF ~~CLASSIFIED EMPLOYEES~~ ~~Staff~~ ~~CLASSIFIED~~ STAFF EMPLOYEES

CONTENTS:

- A. General ~~p~~Policy
- B. Authority for ~~Establishing establishing Compensation-compensation Policy-policy~~ for UI ~~Classified-classified~~ ~~Employeesemployees~~
- C. Administration of ~~UI-the University of Idaho Compensation-compensation Plan-plan [ed. 7-00]~~
- D. In-Grade-Salary ~~Increasesincreases~~
- E. ~~Annual Salary Increases~~
- FE. Compensation for ~~Night-night Workwork~~
- GF. Additional ~~Compensation-for Classified~~ pay for ~~Staff-staff~~ for ~~Secondary-secondary Work-work Assignments assignments [add. 12-04, ren. 7-08]~~
- HG. Questions ~~About-about Salary-salary Equityequity~~
- H. Voluntary salary reductions ~~[ren. 7-08]~~

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A. GENERAL POLICY:

A-1. The University of Idaho seeks to provide a high level of responsive service in meeting the needs of students, faculty and staff and the general public. To accomplish this mission, it is the policy of the University of Idaho to provide a total compensation system that attracts and retains employees. Recognizing and rewarding employees for performance in the achievement of service delivery goals and objectives through a market-based salary model is thea foundation of this system. This policy addresses only the salary component of the university's total compensation system as it relates to staff employees; it does not address other components. Other factors that are part of total compensation system such as health insurance and retirement plans are not the subject of this policy.

A-2. Compensation practices should be consistent throughout the university, yet flexible to adapt to specific needs. To this end, employees are compensated from according to a base pay salary structure schedule based on market salary data and weighted factors for 1) education beyond the minimum required for the position, 2) prior experience directly related substantively similar to the position, 3) time -in -service, and 4) time -in -responsibility. Together with market salary data, (These weighted factors produce a target salary. Flexibility is provided through supervisory oversight regarding employee performance and budget constraints. Actual salary may differ from target salary due to performance or budget constraints. that provides pay grades with open ranges.

A-3. The University of Idaho seeks to pay competitive job market average salaries and intends that classified employees with at least satisfactory performance evaluations of "meets/exceeds requirements" should expect to advance according to the base pay salary structure within the salary range for the pay grade assigned to a classification. [rev. 7-03]

A-4. Advancement within the base pay salary structure will be predicated on satisfactory performance performance evaluations of "meets/exceeds requirements" salary range shall be based on performance criteria, as recorded assessed in the annual performance evaluation process, and the ability to achieve the goals and objectives of the particular position. [rev. 7-03]

B. AUTHORITY FOR ESTABLISHING COMPENSATION POLICY FOR UNIVERSITY OF IDAHO CLASSIFIED EMPLOYEES.

Salary and wage increases for University of Idaho classified employees are made in conformity with state legislation. An annual plan is established by the president in accordance with guidelines issued by the Board of Regents, RGP V.B.1. Initial appointments, promotions, classifications, and pay grades compensation, and other matters related to classified employees, are the responsibility of the president or designee. Oversight of the University of Idaho staff personnel system is within the administrative area of the Division of Finance and Administration, which reports to the financial vice president Vice President for Finance and Administration. [rev. 7-03]

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Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF Section 3440: Compensation of Classified Employees

C. ADMINISTRATION OF THE UNIVERSITY OF IDAHO COMPENSATION PLAN. The ~~assistant vice president senior for Human Resources (HR) executive~~ is responsible for maintaining the compensation plan for UI classified employees in conformity with Board of Regents' policy. No classified employee is to be paid at a rate that is not within the salary range for the class, except as noted in C-5 below. The current base pay salary structure schedule will be maintained by the HR office. For information on the base pay salary structure, see the APM 50.40 and the Information is available from the HR office of Human Resources website. ~~(rev. 7-02, 7-03, 12-04, ed. 7-08, 6-09)~~

C-1. The classification and pay grade factors of the base pay structure will be maintained through coordination and of classified positions are established by Employment Services in consultation with the department administrator and are subject to the with approval of the dean, director, or vice president. The base pay factors include:

~~a. Market Rate. The market rate is determined from a review of the duties, responsibilities, and qualifications for the position. It is assigned by HR in consultation with the management of the position. Market rates are based on salary data published annually by the Bureau of Labor Statistics (BLS) and the College and University Professional Association (CUA).~~

~~1. The market rate may include the addition of a discount or premium of the actual average rate when a specific match between the position and market data cannot be found; to create career ladders around a single market rate; or to create a basis for internal equity between similar but different positions. The discount or premium is referred to as "relative value."~~

~~b. Target Compa Ratio (CR%). The target CR% is determined by five factors that, when multiplied by the market rate, will determine an employee's target salary.~~

~~1. Minimum CR%. The minimum CR% for staff positions is 80% of the determined market rate. The minimum CR% may be increased when the salary data indicates that entry level salaries for a specific rate is higher than 80%. Such an increase is reviewable every year.~~

~~2. Education beyond the minimum requirement. When an employee has received an academic degree beyond that which is required an additional 2% will be added to the minimum CR%. This education credit may only be assigned for the first degree beyond the required degree.~~

~~3. Prior Experience. An employee's prior experience prior to the current hire date in the same or substantially similar position as the position currently held will add an additional 1% per year to the minimum CR% though the accumulated total CR% may not exceed 100%.~~

~~4. Time in Service (TIS). Counted from the current hire date maintained in the personnel database, an additional 1% per year will be added to the accumulated target CR% up to 100%. After the 100% total is reached, TIS years will continue to be counted at an additional .5% per year.~~

~~5. Time in Responsibility (TIR). Counted from the date assigned to the position maintained in the personnel database, an additional 1% per year will be added to the accumulated target CR% up to 100%. After the 100% total is reached, TIR years will continue to be counted at an additional .5% per year.~~

~~6. The maximum target CR% is 120%.~~

~~c. Target Salary. The target salary is the result of the application of the above mentioned factors. While the target salary represents the most equitable result of our salary determination process, there is no guarantee that employee's will be paid the target salary. There may be budget limitations or performance factors that prevent us from reaching the target salary. Target salaries will be the primary basis for salary decisions.~~

~~(rev. 7-02, 7-03)~~

C-2. The entrance salary for new appointees in any class ~~employees~~ is ordinarily set between the minimum rate and the calculated target salary for the individual employee ~~market~~ for that class. In unusual circumstances, and when supported by acceptable reasons, appointment at a higher rate may be authorized by the respective vice president or

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~~provost, director of employment services and the dean or director. Otherwise, all new appointments are made within the entrance salary range. [rev. 7-02, 7-03]~~

~~C-3. When an employee is reinstated in a previously held position or transferred to another position in the same classification, he or she is generally paid at the same salary. Salary adjustments may be agreed upon by the employee, the department administrator, and the director of employment services. [rev. 7-02, 7-03]~~

~~C-4. The pay grade market rate of a classified position may be changed upon review of the duties and responsibilities of the position. This action may be initiated by Human Resources, the supervisor, or the manager or management team responsible for the work unit by any of the following actions:~~

- ~~a. "Reallocation." A change of an entire class of positions from the current pay grade in the compensation schedule to another pay grade of either higher or lower entrance salary.~~
- ~~b. "Reclassification." A change of a single position from the current class to another class to properly reflect the duties and responsibilities assigned to that position.~~
- ~~c. "Refactoring." A change in the number of Hay Points assigned to a class or position.~~

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~~C-5. When a market rate is decreased for a particular class or position is reallocated or reclassified to a lower pay grade, the salaries of incumbent employees who are being paid at a rate higher than the target salary maximum provided in the new grade will not be reduced as a result of the reallocation or reclassification. However, the salaries of such employees will generally be held constant and not be increased thereafter so long as they exceed that maximum rate target salary. At the discretion of the dean or director respective vice president or provost and in consultation with the assistant vice president senior HR executive for human resources, exemplary performance by such employees may be recognized through a bonus adjustment to salary, effective for one fiscal year only or an increase based on performance. An employee whose position receives a new market rate has been reallocated or reclassified is not required to complete a new six-month probationary period. [rev. 7-02]~~

~~C-6. When a particular class or position is reallocated to a higher pay grade receives an increased market rate resulting in a new target salary, the employee will receive a salary equivalent to or higher than his or her current hourly rate. An employee whose position has been reallocated is not required to complete a new six-month probationary period be considered for a salary increase adjustment. Supervisors must also consider internal equity and funding availability in such cases.~~

~~C-7. When the position of an employee is reclassified to a higher pay grade, the employee will be assigned a salary in the range of the higher grade that provides a salary increase of not less than five percent. Salary increases outside of the annual salary adjustment cycle must have dean or vice president level approval. The reclassified employee is not required to complete a new six-month probationary period. The employee's department unit is responsible for providing the funding necessary for the required requested salary increase. [ed. 7-02, rev. 7-03, 12-04]~~

~~C-8. When an employee applies and is selected for a new position in a higher pay grade, he or she may negotiate the starting pay within the pay grade for the new position [see C-2 above]. Each promoted employee must successfully complete a six-month probationary period in his or her for the new position unless the employee was previously certified in that classification. (For the effect of demotion on salary see 3360 C 4; for the effect on salary of a recommendation for a merit increase in the previously held position, see B-3.) [rev. 7-03, rev. 12-04]~~

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D. IN-GRADE SALARY INCREASES.

~~D-1. In-grade advancement Salary increases are not a vested right. While employees should expect to advance within their assigned pay range in salary based upon acceptable satisfactory performance and increases in the target salary, advancement is within the discretion of the university. Such advancements are considered as a part of the overall UI budget-setting process and are effective at the beginning of the fiscal year. An employee may advance within the salary range only if certified as meeting the satisfactory service requirements on a written documented~~

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Section 3440: Compensation of Classified Employees

~~performance evaluation on file in HR and approved for the purpose by the president or the president's designee. Normally, an employee receives only one salary increase per year for satisfactory service. [See also 3380 E.]~~

~~D-2. Employees who are in probationary status may be recommended for merit increases at the discretion of the department unit administrator and with the approval of the dean or director; however, merit increases which have been authorized for employees in probationary status are not effective or awarded until the probationary period has been satisfactorily completed. [ed. 7-02]~~

~~**DE. ANNUAL SALARY INCREASES.** Salary increases are not a right. While employees should expect to advance in salary based upon satisfactory performance and increases in the target salary, advancement is within the discretion of the University. Such advancements are considered as a part of the overall UI budget-setting process and are effective at the beginning of the fiscal year. An employee may advance within the salary range only if certified as meeting the satisfactory service requirements on a documented performance evaluation on file in HR and approved for the purpose by the president or the president's designee. Normally, an employee receives only one salary increase per year for satisfactory performance service. [See also 3380 E.]~~

Changes in employee compensation (CEC) are considered annually by the legislature. Salary adjustments reflecting some or all of the following factors may be approved and implemented in accordance with guidelines for UI classified salary adjustments issued annually by the president:

~~**DE-1.** Changes in the cost of living;~~

~~**DE-2.** Fluctuations in the market cost of different types of labor, which are reflected in payline adjustments reallocating some classifications to different pay grades to the position market rates and employee target salaries;~~

~~**DE-3.** Equity; and, Changes to target salaries as a result of updated market rates. The use of updated market rates and resulting target salaries;~~

~~**DE-34.** Merit increases based on individual employee performance as documented by written the performance evaluation on file in HR and.~~

~~**D-54a.** Classified employees who are in their hiring probationary status may be recommended for merit increases at the discretion of the unit administrator and with the approval of the dean or director. [ed. 7-02].~~

~~**FE. COMPENSATION FOR NIGHT WORK.** A full-time classified employee whose work schedule requires at least 50 percent of his or her the scheduled working hours during a given pay period to be performed between the hours of 7 p.m. and 4 a.m. is paid an additional shift differential of 5 percent of the employee's hourly rate. The department unit administrator or designee submits an Electronic "Personnel Action Form" to effect the additional payment. [ed. 7-02, 7-03]~~

~~**GF. ADDITIONAL PAY FOR CLASSIFIED STAFF FOR SECONDARY WORK ASSIGNMENTS.**~~

~~**GF-1. Classified staff additional appointments.** A member of the eClassified staff must be paid overtime for any work that results in the employee working over 40 hours per week, including a secondary work assignment that is not within his/her the current job description and is outside the scope of his/her the primary appointment and classification. The secondary work assignment must be performed on a temporary basis beyond the regularly scheduled work week, and be limited in scope (for example, if a senior programmer teaches a special course on a one-time basis; or if an administrative support staff provides assistance one weekend with a special research project in another unit or college). Per federal law, the classified employees must be paid at least 1.5 times his or her their regular hourly rate for each hour that is worked over 40 hours per week. The secondary hiring authority may not offer compensatory time in lieu of cash payment of overtime. The secondary hiring authority is responsible for tracking the hours the employee has worked and~~

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UI FACULTY-STAFF HANDBOOK
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3440: Compensation of Classified Employees

coordinating with the primary hiring authority for processing the employee's pay via a timesheet, in PHAHOOR. If the employee's wage for the secondary work assignment is set at more than time and a half, the employee should be paid via a Temporary Help — PERSI eligible (T)IP appointment. If the employee is less than full time, contact all Employment Services at 885-3638728 for additional information. *[add. 12-04, ren. & ed. 7-08]*

H
GF.2. – Exempt staff. The president or designee can authorize payments in addition to regular salary and these must be reported to the regents in a semi-annual report. See RGP II.C.4., RGP II.F.2., RGP II.G.2. Deans and other administrative officers are responsible for ensuring that required approvals have been granted for employees receiving additional compensation for service that is not part of the employee's position description. See the HR website for additional compensation procedures.

Gf.3. -Staff (Temporarily working at a higher market rate, e—Supervisors may request a temporary salary increase in pay for classified staff, or additional compensation for exempt staff temporarily performing duties at a higher level than their current permanent position. See the HR website for pay at a higher market rate procedures.

HGHI. QUESTIONS ABOUT SALARY EQUITY. An employee who believes that his or their compensation is not equitable first should first consult with his or their supervisor, and then with the department-unit administrator and senior HR executive, and/or the director of employment services. In certain situations, the employee also has recourse through the Director of Human Rights, Access and Inclusion Office of Civil Rights and Investigation, the Ombuds-office or to through the grievance procedure for staff employees. [See 3210 A and 3860 A.] *[ed. 7-02, 12-04, 7-08, 6-09, rev. 7-03, ren. 7-08]*

JH. VOLUNTARY SALARY REDUCTIONS. As our compensation efforts are pointed toward providing market-based and equitable salary rates, individual requests to reduce one's salary or to reject an increased salary adjustment based on the individual's target salary are discouraged. Reductions for salaries paid at less than 100% of the employee's target salary will not be considered. Should employees whose salaries exceed their target salary request a salary reduction, make such a request, they must provide a clearly stated reason and the reduction must be approved by the President. The approved salary will not fall below 100% of the target salary.

Version History

Amended 2024. Extensively revised to align with current practices.

Amended July 2021. Editorial changes.

Amended July 2009. Editorial changes to C and H.

Amended July 2008. The policy was revised to remove reference to classified exempt no longer used at the university.

Amended January 2005. Section G was rewritten to create sections G & H, and H became section I.

Amended July 2003. Revised A-3, A-4, B, C, C-1, C-2, C-3, C-7, C-8, and H. Editorial changes to F.

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Amended July 2002. Revised C, C-1, C-2, C-3, and C-5. Editorial changes to C-7, D-2, F and H.

Amended July 1994.

Adopted 1979.

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POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title: **APM 50.51 Requests for Job Reclassification**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Policy originator: Brandi Terwilliger, Director of Human Resources

Policy sponsor, if different from originator: Brian Foisy, VPFA

Reviewed by General Counsel: Yes No Name & Date: Kim Rytter, 12/28/23

Comprehensive review? Yes No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change. Information contained in this item is now maintained on the HR website.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?
None

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

50.51—Requests for Job Reclassifications

Last updated November 7, 2006

A. General. The classification of a position determines the pay grade to which it is assigned. UI, and other state agencies, follow the Hay System when analyzing the duties of non-faculty positions to determine the classification. Classification decisions are not based on an employee's job performance or on a comparison to the work that other employees perform. At UI, classification reviews are performed in Employment Services in Human Resources (HR). Reclassification decisions may be appealed. Procedures for requesting a reclassification appear in section C-1, procedures for appealing reclassifications appear in C-2.

The reclassification process is for classified (CL) employees only. For exempt (EX) employees, the promotion process found in the Faculty Staff Handbook 3370 should be followed. *[ed. 11-06]*

B. Process. The classification analyst will perform a job analysis to determine the appropriate classification at the time the position is established, or subsequently when an approved request is received in HR. Reasons for reclassification may include: a significant change in job responsibilities and tasks either requiring higher level knowledge, skills and abilities (upward reclassification), a significant change in job responsibilities and tasks requiring the same level of knowledge, skills and abilities but a change in title (lateral reclassification), or a significant change in job responsibilities and tasks requiring a lower level knowledge, skills and abilities (downward reclassification. Note: The downward reclassification is not tied to job performance. See APM 50.21 for information regarding demotion of Classified employees.) The employee must be performing the new duties for six months or more prior to the submission of the reclassification paperwork. The division or unit submitting a request for reclassification provides the funds for any necessary salary increase that results from the review. Implementation of reclassifications is normally effective at the beginning of the fiscal year. Departments may implement changes retroactively to the date following the six-month period the incumbent has been performing within the new classification. Classification decisions may be appealed. *[rev. 11-06]*

C. Procedure:

C-1. Procedure for requesting job reclassification. The following procedures should be followed in requesting a job reclassification for university employees:

- i) **Obtain Reclassification Packet.** After the employee has been performing the new duties for at least six months, obtain the reclassification packet from the HR website: <http://www.hr.uidaho.edu/default.aspx?pid=5632> or call HR at (208) 885-3611 for directions.
- ii) **Complete Job Description.** Complete a results-oriented job description on the form provided and attach a copy of the previous job description on file, together with an organization chart showing where the position fits in the department or administrative unit. The job description may be sent for review prior to submission of the reclassification, however, additional changes may be requested upon review of the reclassification questionnaire. *[rev. 11-06]*
- iii) **Complete Questionnaire.** Complete the Position Review Reclassification Questionnaire.
- iv) **Obtain Authorizing Signatures and Submit Completed Packet.** Obtain the required signatures of the supervisor, dean or director, and appropriate provost or vice president. Submit to Employment Services the entire packet of material for reclassification evaluation. Materials in this packet should include:
 - a) Proposed new results-oriented job description.
 - b) Copy of the previous job description.
 - c) Organization chart.
 - d) Position Review Reclassification Questionnaire.

e) Completed signature sheet with appropriate sign-offs indicating the source of funds (budget number) from which the upgrade would be funded.

v) **Email Revised Job Description.** E-mail an electronic copy of the new results-oriented job description (see iv. a) to Employment Services at melissad@uidaho.edu. [~~ed. 11-06~~]

vi) **Desk Audit.** A classification analyst from Employment Services may conduct a desk audit of the position by meeting in person or over the telephone with the incumbent to review the reclassification questionnaire and job description. The analyst may also meet in person or over the telephone with the supervisor to obtain additional information and confirm concurrence with responses provided by the incumbent.

vii) **Calculation of Hay Points.** A comprehensive analysis of the position is completed and the position is Hay point factored by the analyst to determine job value based on the knowledge, problem solving, accountability and working conditions of the position.

viii) **Written Recommendation.** A written recommendation is sent to the dean or director of the unit with copies to the supervisor, Affirmative Action Coordinator, and incumbent attached for appropriate distribution. [~~ed. 11-06~~]

ix) **Action by Department.** Within 30 days of receiving the reclassification recommendations from Employment Services, the dean or director has the responsibility to take one of the following courses of action. Allowing the employee to continue working out of classification is not an acceptable option.

a) Make the decision to implement the recommendation; or

b) Return the recommendation to the analyst in Employment Services asking which duties should be pulled in order to sustain the current title and pay grade; or

c) Determine which duties should be added to be able to upgrade the position; or

d) Return the recommendations to the analyst in Employment Services to consider a different classification.

Once approval of funds to support the position reclassification is received from the appropriate provost/vice president, the department will need to initiate a Personnel Action Form (EPAF) on the University Banner HR system to start the new rate on the Sunday of a new pay period, and **forward the new signed job description to HR for the incumbent's personnel file.**

C-2. **Procedure for appealing a reclassification.**

i) **Notice of Appeal.** If after having a follow up meeting with the classification analyst, the supervisor and the employee do not agree with the final classification decision made by HR, then the classification appeal process can be initiated. Appeals of Employment Services classification decisions are submitted directly to the vice president of finance and administration. A *Notice of Appeal* form must be filed with the vice president for finance and administration, with a copy to the Classified Position Appeals Board (CPAB) chair, within thirty calendar days of the date the notice of the Employment Services decision was received by the supervisor and by the affected employee.

ii) **Hearing Schedule.** The vice president for finance and administration will notify the director of Employment Services that a *Notice of Appeal* form has been received and that an advisory opinion is being requested from the CPAB. The vice president will request that Employment Services supply seven copies of available documentation to the CPAB chair within 10 working days. CPAB will schedule a hearing at the earliest time convenient for all parties.

iii) **Hearing.** The director of Employment Services, the classification analyst, the employee, and his or her supervisor will be notified of the date, time, and place of the hearing by the CPAB chair. The hearing will proceed as follows: the analyst from Employment Services will present the basis for the recommendation that was made; the employee or supervisor, or both, will present

reasons for disagreement; the classification analyst will be given time for closing comments as will the employee and the supervisor. The board may ask questions for further clarification after the presentations. The board will then meet in closed session for deliberation and to develop a recommendation to be submitted to the vice president.

iv) **Decision.** The CPAB will forward its recommendation to the vice president for finance and administration. The vice president will review the recommendation, make a decision, and notify the employee, the employee's supervisor, the director of employment services, the classification analyst and the CPAB chair of the final decision.

D. **Information.** Information regarding position classification procedures, requests for reclassifications, and appeals of classifications may be obtained from Human Resources, (208) 885-3611 or employment@uidaho.edu.



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **APM 45.16 SPONSORED PROJECT PAYMENT MANAGEMENT**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Policy originator: Sarah Martonick

Policy sponsor, if different from originator: Chris Nomura, VPRED

Reviewed by General Counsel: Yes No Name & Date: Manisha Wilson, 12/29/23

Comprehensive review? Yes No

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
Rewritten to clarify processes to match Chart V (Banner) updates and to update format.
- 2. Fiscal Impact:** What fiscal impact, if any, will this change have?
None
- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

45.16 -- Sponsored Project Payment Management

A. Purpose. To define the general policy for submitting requests to sponsored for payments and the associated internal controls.

B. Scope. This policy applies to all sponsored projects where payments must be requested from the sponsor.

C. Definitions

C-1. Cost reimbursable. Any projects whereby the agreement specifies that payment will be made after costs have been incurred as outlined in the agreement's terms and conditions.

C-2. Scheduled pay. Any projects where the agreement terms specify that the sponsor will be invoiced or make automatic payments based on scheduled amounts. Such projects may or may not be fixed price.

Unless otherwise specified in a grant or contract agreement, all payments are requested on a cost-reimbursable basis.

D. Policy

D-1. Individuals authorized to request sponsored project payment. The Authorized Organizational Representative (AOR), the supervisor of the OSP Financial Unit, and the employees of that unit are the only individuals authorized to request sponsored project payments on behalf of the university.

D-2. Timeliness of payment requests. The following schedule will be used for requesting payments on cost-reimbursable sponsored projects:

- a. **Letters of credit.** Biweekly coinciding with the payroll cycle, and at the end of each calendar quarter.
- b. **Other cost reimbursable.** Monthly or quarterly as per internal policies on minimum billing, or as otherwise delineated by the agreement terms.
- c. **Fixed-price scheduled billing.** The Financial Unit staff will run the Financial Unit Due Date report by event code LS% for the following month and send invoices to the sponsor by the deadline listed in the report. At the end of each month the Financial Unit staff will run the Fixed-Price Setup report and audit for any missed billing. The Financial Unit supervisor will run this report periodically to check for completeness of the billing and inform staff of any missed billing.

E. Procedure. To ensure timeliness, accuracy, and allowability of payment requests, the following internal control procedures are to be used:

E-1. Report of unbilled charges and undistributed cash. Prior to issuing an invoice a report of unbilled charges and undistributed cash must be run to ensure that the amount of the payment request matches the total of the unbilled charges, net of any prior overpayments.

E-2. Letter-of-credit drawdowns. Each letter of credit payment request shall be done by different individuals on a rotating schedule and the draws will be reconciled periodically by the Financial Unit supervisor.

F. Contact information. For additional information please contact osp-billing@uidaho.edu, osp@uidaho.edu or 208-885-6651.



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://sitecore.uidaho.edu/governance/policy>.

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **APM 45.17 FIXED-PRICE SPONSORED PROJECTS**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Originator: Sarah Martonick

Policy Sponsor, if different from Originator: Chris Nomura, VPRED

Reviewed by General Counsel Yes No Name & Date: Manisha Wilson,
12/29/23

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
Updating for current processes in Chart V as well as new CFR regulations governing fixed-price sponsored funding.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

None- no change to how fixed-price agreements are processed.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None – only updating for current systems and regulations.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

45.17 Fixed-Price ~~Contracts/Grants~~Sponsored Projects

~~Created April 11, 2008~~

A. Purpose. This document states University policy on, and provides associated procedures for, the actions to be taken upon the completion of externally funded fixed-price ~~contracts/grants~~sponsored projects, especially when such ~~contracts/grants~~sponsored projects are concluded with a residual cash balance.

B. Scope. This policy applies to all fixed-price sponsored projects.

CB. Definitions:

CB-1. Fixed-pPrice ~~Contract/Grant~~Sponsored Pproject. A fixed-price ~~contract/grants~~sponsored project (also known as a firm-fixed-price, firm-price, ~~or fee-for-service~~fixed-price contract/grant) requires a recipient to perform the work necessary to produce deliverables (i.e., services or property) as specified in the ~~contract/grant~~agreement for an established dollar amount and, usually, withinby a defined time frame. Under such an ~~agreement~~-~~contract/grant~~, the fundingprice is not subject to adjustment on the basis of the recipient's actual expenditures ~~cost~~-~~experience~~ in performing the ~~contract/grants~~sponsored project, and-payment for performance of the ~~contract/grants~~sponsored project remains constant despite the actual costs associated with the work ~~that might be~~ required to fulfill the terms of the ~~contract/grant~~agreement, including any overages or underages.

CB-2. Residual fFunds. Residual funds are the monies remaining at the completion of a ~~fixed-price sponsored~~ project-~~contract/grant~~, after all costs incurred in performing the work and fulfilling the deliverables in the agreement ~~contract/grant~~ have been paid and all ~~external funding has~~payments have been received.

CB-3. Significant rResidual fFund bBalance (or sSignificant bBalance). A significant residual fund balance is defined by the University as residual funds equal to or greater than ~~ten (10) percent~~ 10% of the total ~~contract/grants~~sponsored project price.

DC. ~~REQUIREMENTS OF FIXED-PRICE CONTRACTS/GRANTS~~Policy:

DC-1. -When to use a fFixed-pPrice ~~Contract/Grant~~agreement. ~~The~~-A fixed-price ~~contract/grant~~agreement mechanism offers benefits to both project sponsors and Principal Investigators (PIs). Because the final cost of a product or service provided under a fixed-price ~~contract/grants~~sponsored project is established and accepted prior to the performance of the ~~contract/grants~~sponsored project, a project sponsor is relieved of the risk that its cost for the deliverable(s) identified in the ~~contract/grant~~agreement may exceed its expectations and budget. ~~Principal Investigators~~PIs, as recipients of a fixed-price ~~contract/grants~~sponsored project, perform under a minimal administrative burden, which is delimited primarily by the periodic reporting on progress toward any defined benchmarks. In most circumstances, if the costs incurred to complete the project are less than the price paid by the sponsor for the performance of the ~~contract/grant, agreement~~, the recipient institution retains the difference. In cases where a sponsor imposes a restriction on residual funds, the University will be obligated to comply with the terms and conditions in the fixed-price agreement.

ED-2. -Considerations for aAll fFixed-pPrice ~~Contracts/Grants~~sSponsored pProjects

a. Compensation. The University must ensure that it is properly compensated for all allowable direct and indirect costs incurred under a fixed-price

~~contract/grant agreement~~, but due to the University's status as a non-profit entity it must-should also avoid generating a residual balance. Entering into a fixed-price ~~contract/grant agreement~~ for deliverables intended for the direct benefit or use of the sponsor may also make the University appear to have an unfair competitive advantage over for-profit businesses providing the same or a similar product or service at a higher cost.

b. Unrelated Business Income Tax (UBIT) ~~r~~Review. ~~+~~ -If the University receives funds for work that is regularly undertaken for the benefit of a sponsor and that is not consistent with the research, education, other sponsored activity, instruction, or public service missions of the University as a non-profit institution, the Internal Revenue Service may declare these funds to be unrelated trade or business income and, therefore, subject to unrelated business income tax. ~~The~~ Office of Sponsored Programs (OSP) shall consult with Business and Accounting Services regarding any agreement that has UBIT potential.

c. Federal ~~r~~Requirements. ~~+~~ -The University must ensure observance of the terms and conditions of the ~~contracts/grants sponsored projects;~~ must adhere to and consistently apply established cost principles and accounting standards; ~~and~~ and ~~must~~ fulfill its obligations under federal and state compliance and audit regulations. ~~(2 CFR Part 200 Subpart E – Cost Principles and 2 CFR Part 200 Subpart F – Audit Requirements.) (See OMB Circular A-21).~~ Among the laws that inform University contracting policy is the Anti-Kickback Act of 1986. Consistent with this statute, the University prohibits any employee from soliciting, accepting, or attempting to accept a kickback—money, fee, commission, credit, gift, gratuity, thing of value, or compensation of any kind which is provided, directly or indirectly, for the purpose of improperly obtaining or rewarding favorable treatment in relation to a sponsored project contract/grant involving federal funds. ~~(See Anti-Kickback Act of 1986).~~

Compensation principles established by the federal government require that salary on sponsored programs be expressed in relation to the entirety of an individual's professional effort. ~~(2 CFR 200.430.) (See OMB Circular A-21).~~ The University demonstrates its conformance to these compensation principles, ensuring that compensation for sponsored programs accurately reflects the effort expended, by requiring the periodic verification of effort for ~~anyone~~ all non-temporary help employees with salary directly charged or cost shared to externally funded sponsored programs. ~~(See APM 45.09, Effort Commitment and Reporting).~~ The University, therefore, requires that faculty or staff report effort on a fixed-price ~~contract/grants sponsored project;~~ when if they have salary charged or committed as cost sharing to it. If no salary is charged or cost shared to the fixed-price ~~contract/grants sponsored project,~~ the effort put toward the performance the ~~grant/contracts sponsored project must be included in the report,~~ as is voluntary uncommitted cost sharing, in as part of the calculation of the total activities in which an employee has engaged in (and is compensated for) as part of ~~his or her~~ their ~~University~~ university appointment.

d. Tracking of ~~e~~Expenditures. ~~+~~ The University must document project expenditures under a fixed-price ~~contract/grants sponsored project~~ in order to show that sponsor funds have been used as specified by the ~~contract/grant agreement~~ and that costs are fully and properly expensed. If unable to adequately demonstrate during the course of an audit that sponsor funds were used in the manner allowed by the ~~contract/grant agreement~~ and applicable policies and regulations, project costs may be disallowed and the University required to return them to the sponsor. Repeated audit findings related to fixed-price

~~contracts/grants sponsored projects~~ may compromise the ability of the University to enter into these agreements with state and federal agencies.

E.D. Review and Approval of Fixed-Price Contracts/grants Procedure

E-1. Pre-Award Review and Approval. All ~~contract/grants sponsored project~~ proposals, including proposals for fixed-price ~~contracts/grants sponsored projects~~, must be presented by the Principal Investigator to the Office of Sponsored Programs for review of the proposal materials, terms and conditions, and assessment of the proposed project budget and scope of work prior to submission to the sponsor. The project budget should take into account all direct and indirect costs associated with the performance of the project and should include sufficient detail to make accurate accounting practicable. The ~~contract/grant agreement~~ must be approved and signed by the individual with signature authority for such documents ~~under APM Section 60.20~~.

E-2. Closeout of Fixed-Price Agreements- Closeout of fixed-price agreements. Upon completion of the work to be performed under a fixed-price contract/grant, the ~~Principal Investigator PI~~ must provide the following information to the Office of Sponsored Programs:

- Substantiation that all work required under the contract/grant has been completed
- Confirmation that no outstanding expense items remain open or in question with the sponsor and that all allocable and allowable costs have been charged to the project funding
- Certification that all required deliverables and reports have been provided to and accepted by the sponsor

The final account balance will be determined only after the final payment from the sponsor has been received, all salaries and outstanding invoices have been paid, and all F&A costs have been recovered by the University.

E-3F. Contract/grant Closeout with Residual Funds. In the event that the ~~Principal Investigator PI~~ completes the required work for less than the ~~contract/grant agreement~~ price, the ~~Principal Investigator PI~~ may request that the project account be closed and ~~that~~ the residual funds be distributed to the College or non-academic unit in which ~~she or he the PI~~ is a faculty member. These residual funds are considered deferred revenue of the University, and F&A costs and unrelated business income tax (if applicable) will be assessed against them prior to their distribution. ~~The remaining funds will then be disbursed in accordance with the University procedure for the distribution of earned F&A.~~ The sponsored project account will be closed only after the transfer of the residual funds. A College-unit receiving such funds may use them for any permissible use in support of the research, education, or public service missions of the University.

If there is significant residual fund balance, at the completion of work for the contract/grants sponsored project (i.e., an amount greater than or equal to ~~ten (10) percent~~ 10% of the ~~contract/grants sponsored project~~ price), ~~at the completion of work for the contract/grant~~, the ~~Principal Investigator PI~~ must provide a written explanation for the substantial discrepancy between the ~~cost expenses needed~~ to perform the ~~contract/grants sponsored project~~ and the costing that led to the contract/grants sponsored project price. This explanation should be supplied by the ~~Principal Investigator PI~~ to the Office of Sponsored Programs, which will use it along with the information that the ~~Principal Investigator PI~~ is required to provide upon closeout of the agreement (section under E. Closeout of Fixed-Price Agreements E-2) as the basis for an audit of the project.

Residual funds will be distributed to the college or non-academic unit College of the Principal Investigator PI upon the satisfactory conclusion of the audit and by per the distribution allocation as approved of the Vice President for Research, ~~or the Vice President for Research~~ or their designee.

2023 – 2024 Faculty Senate – Pending Approval Approved at Mtg #21
Meeting # 20 Feb. 13, 2024

Tuesday, February 6, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, McKenna, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rinker, Rode, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Tibbals.
Absent: Strickland (excused), Maas (excused), Rode, Mischel

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #19, January 30, 2024, were approved as distributed.

Chair's Report:

I would like to share a few notes about admissions. As we all know, the criteria for admissions are the prerogative of the faculty. The State Board of Education plans to draft a proposal. U of I and BSU are on the so called "list of 8." Our task is to make recommendations about admission criteria by the end of February, a tight timeline. This is an important item of the Faculty Senate Spring agenda. We will reach out to the admissions committee.

To provide a brief history, since Covid, we have operated under an emergency action, by which direct admission is based on a GPA of 2.6 and ACT/SAT are not required. This needs to be revised. We can change the GPA threshold or leave it as is. We can change the admission criteria by requiring both GPA and SAT/ACT, or GPA and ISAT.

From what I heard at the meeting with SBOE, this is a summary of the advantages and disadvantages of each criteria.

- Regarding GPA, it is the most consistent metric, and many agree that it's the best indicator of future student success. GPA is not reported consistently by all schools in the state, making it less rigorous.
- Regarding SAT, some universities have dropped the requirements for standardized exams.
- Regarding ISAT, ISAT is specific to Idaho and not possible for out of state students who cannot take ISAT and who may take the SAT/ACT.

One option is to keep admission standards as they have been since the emergency action – GPA only – and possibly adjust the threshold. If an applicant has a lower GPA, we could require a combined GPA and SAT and additional material. Please send your feedback and questions (e.g. how do you want to proceed? Shall we come up with a proposal next week? Others?)

Discussion:

A senator clarified that the authority to make matriculation decisions is with UCC, not the admission committee. Chair Gauthier agrees but argues that input from the admission committee is helpful. Another senator proposes keeping ACT/SAT scores optional, but using them when needed, for instance, in scholarship decisions.

An internal study on SAT scores was done at Dartmouth, where SAT is now reinstated, and reported in the New York Times, "A Top College Reinstates the SAT" (nytimes.com). A senator gave a brief summary. They analyzed their SAT numbers in relation to admissions and compared to the status when they did not have SAT scores due to COVID. They found that, because of the way they process SAT scores, not requiring the SAT actually puts underserved student populations at a disadvantage. The key point is how they use the SAT information – they compare SAT scores to the overall SAT

performance in their local schools, as opposed to a global average. The senator suggests searching for this data (where SAT scores are localized to specific schools). Do we use such data in admissions? Does the situation described in the article bare any resemblance to our admission process? Chair Gauthier thinks this is an interesting point to explore.

Vice Chair Kristin recalled that last week, Dean Kahler said that, from the analysis done here, specific to our university, they did not see a clear impact of SAT on U of I students in terms of retention. It was also emphasized that the New York Times article is about admissions, not retention.

A senator asked whether dropping the SAT requirement would in some way negatively impact our targeted intervention and retention strategies. We have many offices on campus whose job and mission are to make sure that struggling students are identified early and provide the necessary resources. Perhaps the SAT could provide an additional piece of information that could be helpful for early identification. Chair Gauthier said that he asked the same question at the SBOE meeting. Using SAT scores in this way seems to be part of the direction they want to go.

Referring to the article mentioned earlier, Provost Lawrence agreed with a previous comment that the article is about admissions, not retention, whereas our conversation with Dean Kahler was about retention. In relation to the Dartmouth case, we should ask ourselves whether we are bringing in students who do not have a high probability of success, which can be measured with retention data – but it’s still an admission decision, and their institution uses a much more selective process.

The Provost brought up the ISAT (Idaho Standards Achievement Test), now required in the state. ISAT is new and measures different parameters. Having no experience with this tool, we need to be sure we use it correctly and understand the meaning of the outcome scores. Furthermore, it’s only for Idaho students, which adds another level of complexity to the process for out of state students. Other senators echoed the Provost’s point regarding the New York Times article.

Provost’s Report:

- University Excellence Awards. Deadline for nomination: Friday, February 9.
<https://www.uidaho.edu/governance/faculty-staff/>
- There is significant delay with the federal government reporting FAFSA information, which is seriously impacting our financial aid process, especially problematic for new students. This delay is going to change our recruiting landscape for the next 6 to 9 months. Our Financial Aid Office is working to serve students in new ways.
Discussion: None.

Committee Reports (voting):

- **Proposed changes to the University Catalog**
 - UCC 518 Semiconductor Design Undergraduate Certificate – Feng Li, Electrical & Computer Engineering, Attach. #2.
The certificate in semiconductor design is designed to provide undergraduate students with specialized knowledge and skills in the field of semiconductor design. This certificate program is intended to prepare students for careers in the semiconductor design industry or related fields, as well as future graduate studies in the field of semiconductor design. The departments currently offer these proposed courses required for the semiconductor design certificate, and these courses already have the required materials needed for the certification.
Vote: 20/20 yes. Motion passes.
 - UCC 503 Advanced Microelectronics Fabrication Graduate Academic Certificate – Feng Li, Electrical and Computer Engineering Attach. #3.

The certificate in advanced microelectronics fabrication is designed to provide graduate students with specialized knowledge and skills in it. This certificate program is intended to prepare students for careers in the advanced microelectronics fabrication industry or related fields, as well as future graduate studies in the field of advanced microelectronics fabrication. The departments currently offer these proposed courses required for the advanced microelectronics fabrication certificate, and these courses already have the required materials needed for the certification.

In response to a question about the delivery mode, Feng Li said that several options are available, depending on the class.

Vote: 19/19 yes. Motion passes.

- UCC 524 High-Speed Circuits and Systems Graduate Academic Certificate – Ata Zadehgo, Electrical and Computer Engineering Attach. #4.

The high-speed circuits and systems certificate is tailored to equip graduate students with the expertise needed to apply signal/power integrity and electromagnetic compatibility engineering principles to high-speed circuits and systems. This program aims to prime students for careers in the high-speed circuits and systems sector or analogous domains, as well as further graduate studies in high-speed circuits and systems. The department is already offering the stipulated courses for the high-speed circuits and systems certificate, and these courses are equipped with the necessary materials for certification.

Vote: 20/20 yes. Motion passes.

- UCC 546 Biomedical Engineering Undergraduate Certificate – Nathan Schiele, Chemical and Biological Engineering Attach. #5

Biomedical engineering professions are rapidly growing, and there is a critical need to train the next generation of biomedical engineers. Undergraduate student interest in biomedical engineering is high with an average of 70% of incoming biological engineering undergraduate students expressing interest in biomedical engineering and/or medical professions. No curricular changes nor additional teaching load is being proposed for this certificate. This 12-credit Biomedical Engineering Certificate is developed based on the courses already routinely offered in the BE program, College of Engineering and across campus. Assessments will occur as part of the BE program's annual review and University accreditation.

Vote: 20/20 yes. Motion passes.

- UCC 527 Cybersecurity PhD – Terence Soule, Department Chair, Computer Science Attach. #6

There is a major unmet need for cybersecurity professionals. These professionals help businesses protect their assets from cyber criminals. Untrained individuals spend more time and effort, and therefore more corporate resources, developing less than ideal solutions. A trained cybersecurity professional will be able to get the work done with less effort and fewer resources. Furthermore, our economy and critical infrastructures are today very dependent on digital and computer-based systems. Adequately protecting such systems is of paramount and essential importance, and a likely prerequisite for a healthy economy in the State of Idaho and the Nation. As noted above additional faculty and IT support will be needed to manage the added workload, particularly as it applies to increased graduate student mentoring, increased research, and the concurrent need for additional IT support for cybersecurity labs.

Vote: 20/21 yes; 1/21 no. Motion passes.

- **Changes to the Administrative Procedures Manual (non-voting):**

- APM 45.08 Cost Sharing (“Match”) on Sponsored Projects – Sarah Martonick, Director, Office of Sponsored Programs.
No presenter available.

Announcements and Communications:

- Computing Resources Available for Research – Luke Sheneman, Director, Northwest Knowledge Network, Institute for Interdisciplinary Data Science, Joe Leister, HPC Systems Administrator, Institute for Interdisciplinary Data Science.

Luke explained how their team help enable and support research. He introduced the Collaborative Computing Center (C3+3), a statewide collaboration of the Idaho Universities and the Idaho National Laboratory (INL) to develop a regional educational and research system within the framework of statewide high-performance computing (HPC).

The core of the presentation was about the impressive features and capabilities of the Falcon supercomputer. They are recruiting users and offer Falcon workshops. For more information, visit <https://www.c3plus3.org>

The slides of the presentation can be downloaded from:

<https://www.northwestknowledge.net/cloud/index.php/s/glZ6m5z2asiSAqE>

Discussion:

It was suggested to advertise the workshops broadly. This incredible computing power can be a helpful recruiting tool for hiring.

In response to questions, Luke explained how to request a Falcon account. At the workshops, research computing experts show you how to log in, transfer data, submit jobs etc. Tutorials are also available on the webpage. It is a Linux environment. Obtaining an account requires a short quiz related to security. Students can request an account with the approval of their advisors.

For help with Falcon: help@c3plus3.org

- University of Phoenix Survey Taskforce – Kristin Haltinner, Vice Chair Faculty Senate Attach. #8
Kristin thanked the members of the task force. She went over the executive summary, and some of the most frequent themes that emerged from the survey. There are 130 pages of qualitative data, not yet coded. She suggested focusing the discussion on the best way to use and share this information. [Discussion starts]. For instance, one could identify common concerns people have and work with the Provost's office to mitigate them. Some of the concerns could be actual, rather than perceived risks, and those should be addressed and resolved. Some of the most frequently raised concerns are about possible U of I liability in lawsuits against the University of Phoenix, and possible damage to the U of I reputation. Provost Lawrence was asked to give a brief summary of the affiliation's current status. Provost Lawrence: The lawsuit filed by the Attorney General against the SBOE was resolved in favor of SBOE. There could be an appeal. Accreditation is under review. All other aspects of the bonding process are moving forward. The transaction could close in late spring, but it's not definite. As for liabilities, they stay with 4 3 Education, a 501 C3 organization. The university is contemplating taking on some liability, but nothing has been finalized yet.
Dean of Students Blaine Eckles congratulated Faculty Senate for this effort. It seems most respondents are in favor of the affiliation. This should be part of the communication that goes out.
Kristin mentioned another concern identified from the data. Employees were divided on whether the degree of involvement in the decision was consistent with shared governance. Kristin encouraged everyone to reach out with questions and feedback.

New Business:

Senator Long was contacted last fall by the UBFC chair about the faculty role at the committee. Apparently, the chair was told that, within the new budget model, there isn't much room for faculty input. Senator Long and the UBFC chair met with FSL who then met with the Provost and the Vice Provost for Faculty to convey the complaint. Recently, the new chair of UBFC contacted Senator Long again because they had received no response.

The Secretary responded: FSL did meet with university leadership mid-October to raise the concern. In the meantime, the Committee on Committees had decided to undertake an audit of those committees whose chairs had reported (via a survey) problems with the scope, function, or structure of their committees, similarly to the UBFC case, and bring recommendations to Faculty Senate.

Adjournment:

The agenda being completed, the Chair called for a motion to adjourn. The meeting was adjourned at 4:44pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #20

Tuesday, February 6, 2024 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #19 January 30, 2024 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
 - Proposed changes to the University Catalog (voting)
 - UCC 518 Semiconductor Design Undergraduate Certificate – Feng Li, Electrical and Computer Engineering **Attach. #2**
 - UCC 503 Advanced Microelectronics Fabrication Graduate Academic Certificate – Feng Li, Electrical and Computer Engineering **Attach. #3**
 - UCC 524 High-Speed Circuits and Systems Graduate Academic Certificate – Ata Zadehgo, Electrical and Computer Engineering **Attach. #4**
 - UCC 546 Biomedical Engineering Undergraduate Certificate – Russell Qualls, Chemical and Biological Engineering **Attach. #5**
 - UCC 527 Cybersecurity PhD. – Terence Soule, Department Chair, Computer Science **Attach. #6**
 - Proposed changes to the Administrative Procedures Manual (non-voting)
 - APM 45.08 Cost Sharing (“Match”) on Sponsored Projects – Sarah Martonick, Director, Office of Sponsored Programs **Attach. #7**
- VI. Announcements and Communications
 - Computing Resources Available for Research – Lucas Sheneman, Director, Northwest Knowledge Network, Institute for Interdisciplinary Data Science, Joe Leister, HPC Systems Administrator, Institute for Interdisciplinary Data Science
 - University of Phoenix Survey Taskforce – Kristin Haltinner, Vice Chair Faculty Senate **Attach. #8**
- VII. New Business
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #19 January 30, 2024
- **Attach. #2** UCC 518
- **Attach. #3** UCC 503
- **Attach. #4** UCC 524
- **Attach. #5** UCC 546
- **Attach. #6** UCC 527

- **Attach. #7** APM 45.08
- **Attach. #8** UPX Survey

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 19

Tuesday, January 30, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Maas, McKenna, Murphy, Ramirez, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Tibbals.

Absent: Blevins (excused), Raney (excused), Mittelstaedt (excused), Long.

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #18, January 23, 2024, were approved as distributed.

Chair Gauthier proposed to change the order of the agenda, because Aleksandra Hollingshead cannot speak later due to a conflict. The proposal was approved by general consent.

Announcements and Communications:

- Report from the Ubuntu Committee – Aleksandra Hollingshead, Department Chair, Curriculum and Instruction.

Aleksandra is the chair of Ubuntu. Her visit's main purpose is to share information about the 2024 MLK Jr. Art and Writing contest. The deadline for (digital) submission is February 16, 2024, by 5pm. Please share with students in your departments or units. To commemorate the life, work and legacy of Dr. Martin Luther King Jr., University of Idaho undergraduates, graduates and professional students enrolled for the 2024 spring semester at any U of I location are invited to create a written work or piece of art in any medium of their choice about equality and social, racial and ethnic justice. The contact person is Caitlin Cieslik-Miskimen, caitlinc@uidaho.edu. They are working on securing some funds for the student awards.

<https://www.uidaho.edu/student-affairs/ubuntu/mlk-art-and-essay-contest>

She also wanted to share with Senate some concerns about the Ubuntu committee, perhaps to be delegated to the Committee on Committees. The concerns are about structure, fast turnover (length of service), and confusion about attendance expectations. Over 50% of the members are non-voting ex-officio delegates from the different diversity units, which is good. However, because of misunderstanding of attendance expectations, people work in silos. The committee needs better coordination. If the purpose of Ubuntu is to support diversity work focused on students, perhaps we should reconsider the committee structure and establish clear communication channels with the diversity and inclusion staff.

Vice Chair Haltinner noted that the Committee on Committees is in the process of auditing all committees. She reached out to Yolanda Bisbee with some suggestions about the committee make-up.

Responding to a charge from Senate on specific tasks, Ubuntu reached out to the Registrar's Office multiple times to ask that students be allowed to use their preferred names on their diplomas but didn't receive a response. They contacted the Admission Committee about more inclusive statements on the admission page but didn't hear back. They have been looking into more equitable language in position postings and search committee work. These plans are now on hold until the end of the legislative session. One successful area is the committee work with

IPO to provide more clarity in the communication system with international students about scholarships available to them.

Chair's Report:

- Brandi sent responses to some of the questions about the State Board switching from TIAA to Fidelity, namely, Optional Retirement Plan Transition to Fidelity:
 - Rankings: Fidelity is a mutual fund company and does not hold reserves in a general account, so ratings are not applicable.
 - Bitcoin: Fidelity made some announcements about making bitcoin investments available through retirement plans. This will not be an option for the ISBOE plans. Currently the self-directed brokerage is limited to mutual funds and therefore bitcoin is not (and will not be) an option for this plan.
- There was a critique from a senator about the Talking Points (TP). We think that the TP are very important to engage constituents and get immediate feedback about what was heard and discussed during the Faculty Senate meetings. The TP do not replace the minutes. We will put a disclaimer at the bottom of the TP to clarify that they are not intended to replace approved minutes.

The Faculty Secretary followed up. She confirmed that traditionally TP have been a quick and informal way to let constituents know about the current issues senate addresses weekly and to stimulate interest to know more from the supporting documents. Requiring that TP be approved by all senators before going out would defeat their purpose. She encouraged feedback.

Provost's Report:

- U of I was founded January 30, 1889, so it's 135 years old today!
- Tomorrow at 12: 30 in the ISUB Lobby: McNair Research Expo. Check it out if you can, it should be very interesting work.
- 10th day enrollment was measured last week. It indicated an increase of 6.8% over the same point in time last spring. The final number will probably be smaller, because dual credit registration data may have come in earlier than last spring (dual credit timing is different depending on the school district). The final number is expected to be an increase in the range of 3-5%.

Committee Reports (voting):

- **Proposed changes to the University Catalog**
 - UCC 508 Microelectronics Fabrication – Feng Li, Electrical & Computer Engineering, Attach. #2.
The scheduled speaker was not present. Senator Roberson offered to say a few words and answer questions. The courses required for the certificate will provide students with specialized knowledge and skills in microelectronics fabrication and prepare them for careers in the industry.
Vote: 22/22 yes. Motion passes.

Jeff Seegmiller introduced the new medical program to which the following UCC items belong. In the state of Idaho, there is a shortage of medical professionals, poor health care, and a high suicide rate. We rank 50th in the country in the number of mental health professionals and health professionals. They are proposing a novel medical program to meet

critical needs in the state and save lives. Jeff Seegmiller is enthusiastic and grateful to all who have contributed to this important effort.

- UCC 549 Master of Science in Gerontology – Thomas Farrer, Associate Program Director, Medical Education Program (WWAMI), Attach. #3.
Generally, the number of people above 50 years of age is growing; between 2012 and 2030, it is predicted that this population will grow by 33%. We need a workforce to meet the needs of this growing population.
Discussion:
Chair Gauthier asked whether the program is multidisciplinary. Response: Yes, it covers many areas of aging, such as elder care, elder law, etc.
A senator inquired about the teaching power to deliver those classes. Response: Some will be new hires; others will come from WWAMI. Current staff and faculty will be re-directed to the new School of Health and Medical Professions.
A senator asked whether courses that appear to be at the 600 level, such as GERO 6XX, indicate plans to develop a doctoral program. Response: That is not the case.
Vote: 23/24 yes; 1/24 no. Motion passes.
- UCC 551 Direct-Entry Doctor of Nursing Practice-Nurse Anesthesia – Russell Baker, Associate Program Director, Medical Education Program (WWAMI), Attach. #4.
In Idaho, the current nurse population clusters around the largest city in Idaho Public Health Districts, with significant migration of nurses away from Idaho rural communities. Thus, there is a great need to train and prepare CRNAs in Idaho to work in Idaho’s rural communities. The development of an advanced practice entry-to-practice CRNA program in the state will aid in the development of a CRNA workforce to meet the needs of Idahoans.
Vote: 21/21 yes. Motion passes.
- UCC 540 Direct-Entry Master of Science in Nursing – Jeff Seegmiller, Director, Medical Education Program (WWAMI), Attach. #5.
This program is an entry to the medical profession. Applicants don’t need to have a bachelor’s in a nursing field. Currently, no institution in Idaho offers a Direct Entry Master of Science in Nursing. A direct-entry nursing education program addresses unmet needs for a struggling rural workforce.
Vote: 22/22 yes. Motion passes.
- UCC 548 Doctor of Psychology in Clinical Psychology – Thomas Farrer, Associate Program Director, Medical Education Program (WWAMI), Attach. #6.
There is a critical shortage of mental health providers in all Idaho counties. There are only two clinical psychology doctorate programs in Idaho, one at Idaho State University and a second at Northwest Nazarene University. The program at ISU is accredited by the American Psychological Association. However, the program turns away 90-95% of their applicants. Thus, many suitable applicants will have to leave the state to continue seeking a doctoral degree. This program will help meet the needs of Idaho citizens with mental health conditions.
Vote: 22/22 yes. Motion passes.

- UCC 550 Master of Physician Assistant Studies – Russell Baker, Associate Program Director, Medical Education Program (WWAMI), Attach. #7.
Currently, Idaho State University runs the only PA program in the state, which accepts about 10% of the applicants. The pool of applicants who are not accepted has a large portion of Idaho residents. A comparable PA at the University of Utah has similar PA production as ISU and reports a 4% admission rate for the PA program. Thus, more than 90% of applicants are not accepted into either of these programs, while there is strong interest in pursuing a career as a PA.
Vote: 21/21 yes. Motion passes.
- UCC 99 School of Health and Medical Professionals – Jeff Seegmiller, Director, Medical Education Program (WWAMI), Attach. #8.
The School of Health and Medical Professions will be the foundation on which our programs will grow. The school will be housed within the College of Graduate Studies. The bulk of these specific programs are currently not being offered in our state institutions, except for the Physician’s Assistant Program. Proposals for each of these academic programs are included in this School/Program proposal submission.
Vote: 20/20 yes. Motion passes.
- **Proposed changes to the Faculty Staff Handbook**
 - FSH 3440 Compensation of Classified Employees – recalled from the agenda.
- **Changes to the Administrative Procedures Manual (non-voting):**
 - APM 50.51 Request for Job Reclassification – Brandi Terwilliger, Director of Human Resources, Ashley Rodriguez, Senior HR Business Partner, Attach. #10.
Information contained in this item is now maintained on the HR website.
 - APM 45.16 Sponsored Project Payment Management – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs, Attach. #11.
Rewritten to clarify processes to match Chart V (Banner) updates and to update format.
 - APM 45.17 Fixed-Price Sponsored Projects – Sarah Martonick, Director, Office of Sponsored Programs, Office of Research Assurances, Heather Clark, Accounting Manager II, Office of Sponsored Programs, Attach. #12.
Updating for current processes in Chart V and new CFR regulations governing fixed-price sponsored funding.

New Business:

None.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:19pm.

Respectfully Submitted,

Francesca Sammaruca

Secretary of the University Faculty & Secretary to Faculty Senate

518: SEMICONDUCTOR DESIGN UNDERGRADUATE CERTIFICATE

In Workflow

1. 129 Chair (joel@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
12. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 07 Sep 2023 23:21:15 GMT
Joseph Law (joel): Approved for 129 Chair
2. Fri, 22 Sep 2023 16:11:11 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Fri, 22 Sep 2023 16:19:18 GMT
Suzanna Long (long): Approved for 08 Dean
4. Tue, 03 Oct 2023 00:37:22 GMT
Linda Lundgren (lindalundgren): Rollback to Initiator
5. Tue, 24 Oct 2023 19:38:41 GMT
Joseph Law (joel): Approved for 129 Chair
6. Tue, 24 Oct 2023 20:19:03 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
7. Tue, 24 Oct 2023 20:19:32 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Dean
8. Wed, 25 Oct 2023 22:55:48 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
9. Thu, 21 Dec 2023 20:00:48 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Tue, 16 Jan 2024 21:32:01 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
11. Wed, 24 Jan 2024 16:23:34 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
12. Tue, 30 Jan 2024 22:31:40 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Tue, 03 Oct 2023 17:43:10 GMT

Viewing: 518 : Semiconductor Design Undergraduate Certificate

Last edit: Wed, 24 Jan 2024 16:22:46 GMT

Changes proposed by: Feng Li

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|-------------------|
| Feng Li | fengli@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Engineering

Department/Unit:

Electrical & Computer Engr

Effective Catalog Year

2024-2025

Program Title

Semiconductor Design Undergraduate Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

14.1099 - Electrical, Electronics and Communications Engineering, Other.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Curriculum:

All required coursework must be completed with a grade of C or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

| Code | Title | Hours |
|-------------|----------------------------------|--------------|
| ECE 410 | Microelectronics II | 3 |
| ECE 415 | Analog Integrated Circuit Design | 3 |
| ECE 445 | Introduction to VLSI Design | 3 |
| ECE 460 | Semiconductor Devices | 3 |

Total Hours**12**

Courses to total 12 credits for this certificate

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. an ability to identify, formulate, and solve semiconductor design problems by applying principles of engineering, science, and mathematics.
2. an ability to communicate effectively on topics related to semiconductor design concepts and technologies with a range of audiences.
3. an ability to develop and conduct appropriate semiconductor design experimentation, analyze and interpret data, and use engineering judgment to draw conclusions about semiconductor design.

These learning outcomes demonstrate that students who have completed a certificate in semiconductor design have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the semiconductor design industry. The students are well-prepared to pursue further education or employment in the semiconductor design field.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

The assessment process for the certification in semiconductor design will involve regular course evaluations of the course syllabus and student work. This will provide the departments with insight into the students' knowledge in semiconductor design and/or related fields. The summary of the course evaluation and student work will be shared with an outside entity, specifically a representative from the industry and electrical and computer engineering advisory board. The feedback from the industry partner and industry advisory board help in evaluating the students learning outcome and program component.

How will you ensure that the assessment findings will be used to improve the program?

Course syllabus and student evaluation will be reviewed each semester, and course content will be adjusted as necessary. The annual assessment feedback from the industry partner and department advisory boards will be reviewed by the departments, and the required refinement to the syllabus will be done on an annual basis. An important aspect of these classes is the ability of the students to learn about semiconductor design related topics therefore, the content taught in the class will be evolving on an ongoing basis.

What direct and indirect measures will be used to assess student learning?

Exams, assignments, and class projects will be required for all the relevant classes and graded on a regular basis. In the selected required courses, an oral exam of the students will be required at the end of the class to evaluate student learning.

When will assessment activities occur and at what frequency?

The size and scope of this program dictate that we will collect the assessment data during the courses and the survey data each semester. Every fall semester, the departments and curriculum committees will evaluate the students' assessment, industry partners, and advisory boards feedback and take corrective actions if necessary.

Student Learning Outcomes

Learning Objectives

1. an ability to identify, formulate, and solve semiconductor design problems by applying principles of engineering, science, and mathematics.
2. an ability to communicate effectively on topics related to semiconductor design concepts and technologies with a range of audiences.

3. an ability to develop and conduct appropriate semiconductor design experimentation, analyze and interpret data, and use engineering judgment to draw conclusions about semiconductor design.

These learning outcomes demonstrate that students who have completed a certificate in semiconductor design have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the semiconductor design industry. The students are well-prepared to pursue further education or employment in the semiconductor design field.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The certificate in semiconductor design is designed to provide undergraduate students with specialized knowledge and skills in the field of semiconductor design. This certificate program is intended to prepare students for careers in the semiconductor design industry or related fields, as well as future graduate studies in the field of semiconductor design. The departments currently offer these proposed courses required for the semiconductor design certificate, and these courses already have the required materials needed for the certification. Furthermore, we plan to add extra emphasis to semiconductor design-related topics in the homework assignments, class example problems, and discussion sessions to elucidate design and engineering principles in the semiconductor design and related fields. Therefore, we anticipate that the proposed certificate program will not add additional workload to the departments.

Supporting Documents

518 Semiconductor Design Program Description.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Mon, 02 Oct 2023 18:14:28 GMT): 10/2/23: Per Dr. Li, the answer to self-support is "no" so I changed the answer from yes to no.

Linda Lundgren (lindalundgren) (Mon, 02 Oct 2023 20:04:35 GMT): 10/2/23: Attached the Program Description emailed to me by Dr. Li.

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 00:36:52 GMT): 10/2/23: Rolled back to Dr. Li to correct student learning outcomes so they match. LL

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 00:37:22 GMT): Rollback: Dr. Li: Please correct Student Learning Outcomes so that they match. Linda Lundgren

Linda Lundgren (lindalundgren) (Thu, 26 Oct 2023 00:18:33 GMT): Approved by Gwen Gorzelsky and moved to Degree Audit Review in workflow.

Rebecca Frost (rfrost) (Thu, 21 Dec 2023 20:00:35 GMT): Curriculum edited to catalog standards.

Key: 518

Semiconductor Design Program Description

This certificate ensures undergraduate senior students have basic knowledge in analog and digital integrated circuit analysis, design, simulation, and layout. This certificate is for undergraduate students in Electrical and Computer Engineering.

503: ADVANCED MICROELECTRONICS FABRICATION GRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 129 Chair (joel@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 07 Sep 2023 16:02:21 GMT
Joseph Law (joel): Approved for 129 Chair
2. Fri, 08 Sep 2023 16:19:34 GMT
Gabriel Potirniche (gabrielp): Rollback to 129 Chair for 08 Curriculum Committee Chair
3. Fri, 08 Sep 2023 16:32:31 GMT
Joseph Law (joel): Approved for 129 Chair
4. Fri, 22 Sep 2023 16:10:30 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
5. Fri, 22 Sep 2023 16:19:07 GMT
Suzanna Long (long): Approved for 08 Dean
6. Tue, 03 Oct 2023 00:35:39 GMT
Linda Lundgren (lindalundgren): Rollback to Initiator
7. Tue, 24 Oct 2023 19:38:34 GMT
Joseph Law (joel): Approved for 129 Chair
8. Tue, 24 Oct 2023 20:18:25 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
9. Tue, 24 Oct 2023 20:19:26 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Dean
10. Sat, 04 Nov 2023 23:24:40 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
11. Thu, 21 Dec 2023 19:48:08 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
12. Fri, 19 Jan 2024 23:27:26 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
13. Tue, 23 Jan 2024 21:18:52 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
14. Tue, 23 Jan 2024 21:25:02 GMT
Theodore Unzicker (tunzicker): Approved for Ready for UCC
15. Tue, 23 Jan 2024 21:27:06 GMT
Theodore Unzicker (tunzicker): Rollback to Ready for UCC for UCC
16. Wed, 24 Jan 2024 16:23:29 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
17. Tue, 30 Jan 2024 23:11:16 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Wed, 04 Oct 2023 02:16:15 GMT

Viewing: 503 : Advanced Microelectronics Fabrication Graduate Academic Certificate

Last edit: Mon, 29 Jan 2024 16:07:55 GMT

Changes proposed by: Feng Li

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|-------------------|
| Feng Li | fengli@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Graduate

College

Engineering

Department/Unit:

Electrical & Computer Engr

Effective Catalog Year

2024-2025

Program Title

Advanced Microelectronics Fabrication Graduate Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

14.1099 - Electrical, Electronics and Communications Engineering, Other.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Curriculum:

All required coursework must be completed with a grade of B or better (O-10-b (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

| Code | Title | Hours |
|---|--|-------|
| ECE 565 | Introduction to Microelectronics Fabrication | 3 |
| Select one of the following: | | 3 |
| ECE 562 | Quantum Mechanics for Electrical Engineers | |
| PHYS 564 | Solid State Physics | |
| Select two from the following: ¹ | | 6-7 |
| CHE 455 | Surfaces and Colloids | |
| CHEM 558 | Electrochemistry | |
| ECE 518 | Introduction to Electronic Packaging | |
| ECE 562 | Quantum Mechanics for Electrical Engineers | |
| GEOL 549 | Principles of Electron Microscopy | |
| MSE 423 | Corrosion | |
| MSE 432 | Fundamentals of Thin Film Fabrication | |
| ME 558 | Finite Element Applications | |
| PHYS 411 | Advanced Physics Lab | |
| PHYS 543 | Optics | |
| PHYS 564 | Solid State Physics | |
| STAT 419 | Introduction to SAS/R Programming | |
| STAT 426 | SAS Programming | |
| STAT 427 | R Programming | |
| STAT 431 | Statistical Analysis | |

Total Hours**12-13**

1

Courses chosen must be different from the core courses. At least one course must be 500-level.

Courses to total 12 credits for this certificate**Distance Education Availability**

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. an ability to identify, formulate, and solve advanced microelectronics fabrication problems by applying principles of engineering, science, and mathematics.
2. an ability to communicate effectively on topics related to advanced microelectronics fabrication concepts and technologies with a range of audience.

3. an ability to develop and conduct appropriate advanced microelectronic fabrication experimentation, analyze and interpret data, and use engineering judgment to draw conclusions about microelectronics fabrication.

Overall, these learning outcomes demonstrate that students who have completed a certificate in advanced microelectronics fabrication have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the advanced microelectronics fabrication industry. The students are well-prepared to pursue further education or employment in the advanced microelectronics fabrication field.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

The assessment process for the certification in advanced microelectronics fabrication will involve regular course evaluations of the course syllabus and student work. This will provide the departments with insight into the students' knowledge in advanced microelectronics fabrication and/or related fields. The summary of the course evaluation and student work will be shared with an outside entity, specifically a representative from the industry and electrical and computer engineering advisory board. The feedback from the industry partner and industry advisory board help in evaluating the students learning outcome and program component.

How will you ensure that the assessment findings will be used to improve the program?

Course syllabus and student evaluation will be reviewed each semester, and course content will be adjusted as necessary. The annual assessment feedback from the industry partner and department advisory boards will be reviewed by the departments, and the required refinement to the syllabus will be done on an annual basis. An important aspect of these classes is the ability of the students to learn about advanced microelectronics fabrication related topics therefore, the content taught in the class will be evolving on an ongoing basis.

What direct and indirect measures will be used to assess student learning?

Exams, assignments, and/or class projects will be required for all the relevant classes and graded on a regular basis. In the selected required courses, an oral exam of the students will be required at the end of the class to evaluate student learning.

When will assessment activities occur and at what frequency?

The size and scope of this program dictate that we will collect the assessment data during the courses and the survey data each semester. Every fall semester, the departments and curriculum committees will evaluate the students' assessment, industry partners, and advisory boards feedback and take corrective actions if necessary.

Student Learning Outcomes

Learning Objectives

1. An ability to identify, formulate, and solve advanced microelectronics fabrication problems by applying principles of engineering, science, and mathematics.
2. An ability to communicate effectively on topics related to advanced microelectronics fabrication concepts and technologies with a range of audience.
3. An ability to develop and conduct appropriate advanced microelectronic fabrication experimentation, analyze and interpret data, and use engineering judgment to draw conclusions about microelectronics fabrication.

Overall, these learning outcomes demonstrate that students who have completed a certificate in advanced microelectronics fabrication have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the advanced microelectronics fabrication industry. The students are well-prepared to pursue further education or employment in the advanced microelectronics fabrication field.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The certificate in advanced microelectronics fabrication is designed to provide graduate students with specialized knowledge and skills in the field of advanced microelectronics fabrication. This certificate program is intended to prepare students for careers in the advanced microelectronics fabrication industry or related fields, as well as future graduate studies in the field of advanced microelectronics fabrication.

The departments currently offer these proposed courses required for the advanced microelectronics fabrication certificate, and these courses already have the required materials needed for the certification. Furthermore, we plan to add extra emphasis to advanced microelectronics fabrication-related topics in the homework assignments, class example problems, and discussion sessions to elucidate design and engineering principles in the advanced microelectronics fabrication and related fields. Therefore, we anticipate that the proposed certificate program will not add additional workload to the departments.

Supporting Documents

#503 Program Description.pdf

Reviewer Comments

Gabriel Potirniche (gabrielp) (Fri, 08 Sep 2023 16:19:34 GMT): Rollback: Joe, see this course again.

Linda Lundgren (lindalundgren) (Mon, 02 Oct 2023 17:28:54 GMT): 10/2/23: LL Uploaded as an attachment the Program Description received from Dr. Li.

Linda Lundgren (lindalundgren) (Mon, 02 Oct 2023 17:30:09 GMT): 10/2/23: Per Dr. Li, the answer to self-support is no, so I changed the answer from yes to no.

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 00:35:07 GMT): 10/2/23: Rolled back to Dr. Li to correct student learning outcomes so they match. LL

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 00:35:39 GMT): Rollback: Dr. Li: Please correct student learning outcomes so that they match. Linda Lundgren

Rebecca Frost (rfrost) (Thu, 21 Dec 2023 19:48:00 GMT): Updated format for catalog. Original entry will need to be deleted after format is verified.

Theodore Unzicker (tunzicker) (Tue, 23 Jan 2024 21:27:06 GMT): Rollback: Inadvertently approved.

Key: 503

Program Description

Advanced Microelectronics Fabrication

This certificate ensures graduate students know the advanced microelectronic device structures and fabrication processes. This certificate is open to graduate students in Electrical Engineering, Computer Engineering, Mechanical Engineering, Chemical Engineering, Physics, and other related disciplines.

524: HIGH-SPEED CIRCUITS AND SYSTEMS GRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 129 Chair (joel@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Wed, 13 Sep 2023 20:55:50 GMT
Joseph Law (joel): Rollback to Initiator
2. Wed, 13 Sep 2023 21:02:17 GMT
Joseph Law (joel): Rollback to Initiator
3. Wed, 13 Sep 2023 21:06:46 GMT
Joseph Law (joel): Approved for 129 Chair
4. Fri, 22 Sep 2023 16:11:23 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
5. Fri, 22 Sep 2023 16:19:22 GMT
Suzanna Long (long): Approved for 08 Dean
6. Tue, 03 Oct 2023 00:38:53 GMT
Linda Lundgren (lindalundgren): Rollback to Initiator
7. Fri, 03 Nov 2023 18:58:48 GMT
Joseph Law (joel): Approved for 129 Chair
8. Sun, 05 Nov 2023 03:44:15 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
9. Mon, 06 Nov 2023 17:40:09 GMT
Suzanna Long (long): Approved for 08 Dean
10. Thu, 16 Nov 2023 19:26:57 GMT
Linda Lundgren (lindalundgren): Approved for Provost's Office
11. Thu, 21 Dec 2023 20:12:12 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
12. Fri, 19 Jan 2024 23:27:29 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
13. Tue, 23 Jan 2024 21:28:10 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
14. Wed, 24 Jan 2024 16:27:56 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
15. Tue, 30 Jan 2024 22:33:22 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Fri, 20 Oct 2023 23:27:04 GMT

Viewing: 524 : High-Speed Circuits and Systems Graduate Academic Certificate

Last edit: Tue, 30 Jan 2024 22:33:00 GMT

Changes proposed by: Ata Zadehgol

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|----------------------|
| Ata Zadehgol | azadehgol@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Graduate

College

Engineering

Department/Unit:

Electrical & Computer Engr

Effective Catalog Year

2024-2025

Program Title

High-Speed Circuits and Systems Graduate Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

14.1099 - Electrical, Electronics and Communications Engineering, Other.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Curriculum:

Students who obtain this certificate will learn the principles of signal/power integrity (SPI) and electromagnetic compatibility (EMC) engineering, and apply them to the analysis, design, and optimization of high-speed circuits and systems.

All required coursework must be completed with a grade of B or better (O-10-b (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

| Code | Title | Hours |
|--------------------------------|---|-----------|
| ECE 530 | Advanced Electromagnetic Theory I | 3 |
| ECE 533 | Antenna Theory | 3 |
| Select two from the following: | | 6 |
| ECE 539 | Advanced Topics in Electromagnetics | |
| ECE 515 | Analog Integrated Circuit Design | |
| ECE 517 | Mixed Signal IC Design | |
| ECE 518 | Introduction to Electronic Packaging | |
| ECE 524 | Transients in Power Systems | |
| ECE 528 | Understanding Power Quality | |
| ECE 529 | Utility Applications of Power Electronics | |
| ECE 588 | Advanced Frequency-Domain Control | |
| Total Hours | | 12 |

Courses total 12 credits for this certificate

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. The capability to recognize, articulate, and resolve problems related to high-speed circuits and systems by leveraging principles from engineering, science, and mathematics.
2. Proficiency in communicating about HSCS concepts and technologies to diverse audiences effectively.
3. Expertise in designing and executing relevant high-speed circuits and systems experiments, analyzing the data, and employing engineering discernment to derive conclusions concerning high-speed circuits and systems.

These learning outcomes underscore that students completing the high-speed circuits and systems certificate have gained the requisite knowledge, competencies, and aptitudes essential for success in various sectors of the high-speed circuits and systems industry. Such students are aptly prepared to advance in further educational pursuits or to embark on careers in the high-speed circuits and systems domain.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

The assessment process for the high-speed circuits and systems certification will include routine evaluations of the course syllabus and student submissions. This will offer the department a clear understanding of the students' proficiency in high-speed circuits and systems and associated fields. Summaries of these evaluations, along with samples of student work, will be presented to external stakeholders, notably a representative from the industry and the Electrical and Computer Engineering Advisory Board. Feedback from these industry affiliates will be instrumental in assessing student learning outcomes and refining the program's components.

How will you ensure that the assessment findings will be used to improve the program?

Each semester, the course syllabus and student evaluations will be scrutinized, with course content being modified as needed. The department will annually review feedback from industry partners and advisory boards, leading to subsequent syllabus adjustments. A crucial element of these courses is the students' capacity to grasp topics related to high-speed circuits and systems. Consequently, the content imparted within these classes will naturally evolve over time.

What direct and indirect measures will be used to assess student learning?

Examinations, assignments, and class projects will be mandatory for all pertinent courses and will be graded consistently. For specific core courses, students will undergo an oral examination at the course's conclusion to assess their learning.

When will assessment activities occur and at what frequency?

Given the scale and breadth of this program, we will gather assessment data throughout the courses and collect survey data each semester. Every fall, the department and curriculum committees will review feedback from student assessments, industry partners, and the advisory board, implementing corrective measures as necessary.

Student Learning Outcomes**Learning Objectives**

1. The capability to recognize, articulate, and resolve problems related to high-speed circuits and systems by leveraging principles from engineering, science, and mathematics.
2. Proficiency in communicating about HSCS concepts and technologies to diverse audiences effectively.
3. Expertise in designing and executing relevant high-speed circuits and systems experiments, analyzing the data, and employing engineering discernment to derive conclusions concerning high-speed circuits and systems.

These learning outcomes underscore that students completing the high-speed circuits and systems certificate have gained the requisite knowledge, competencies, and aptitudes essential for success in various sectors of the high-speed circuits and systems industry. Such students are aptly prepared to advance in further educational pursuits or to embark on careers in the high-speed circuits and systems domain.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The high-speed circuits and systems certificate is tailored to equip graduate students with the expertise needed to apply signal/power integrity and electromagnetic compatibility engineering principles to high-speed circuits and systems. This program aims to prime students for careers in the high-speed circuits and systems sector or analogous domains, as well as further graduate studies in high-speed circuits and systems. The department is already offering the stipulated courses for the high-speed circuits and systems certificate, and these courses are equipped with the necessary materials for certification. In addition, we intend to accentuate high-speed circuits and systems-specific subjects in homework tasks, classroom examples, and discussion sessions to highlight design and engineering tenets in high-speed circuits and systems and its associated fields. Consequently, we expect that the introduction of this certificate program will not impose any additional burden on the department.

Reviewer Comments

Joseph Law (joel) (Wed, 13 Sep 2023 20:55:50 GMT): Rollback: Add certificate discription.

Joseph Law (joel) (Wed, 13 Sep 2023 21:02:17 GMT): Rollback: Wording

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 00:37:59 GMT): 10/2/23: Rolled back to Dr. Zadehgol to correct student learning outcomes so they match.

Linda Lundgren (lindalundgren) (Tue, 03 Oct 2023 00:38:53 GMT): Rollback: Dr. Zadehgol: Please correct student learning outcomes so they match. Reach out to Dean Panttaja if you need assistance.

Linda Lundgren (lindalundgren) (Wed, 15 Nov 2023 18:40:46 GMT): LL: Per email from Ata Zadehgol, self-support changed to no.

Linda Lundgren (lindalundgren) (Thu, 16 Nov 2023 19:26:51 GMT): 11/16/23: LL: approved to continue in workflow.

Rebecca Frost (rfrost) (Thu, 21 Dec 2023 20:12:06 GMT): Curriculum edited to catalog format.

Sydney Beal (sbeal) (Wed, 24 Jan 2024 16:27:32 GMT): Note: ECE 538 is showing up as being "Not Found" because it is currently dormant. Removing the course from dormancy will require a separate proposal.

Sydney Beal (sbeal) (Tue, 30 Jan 2024 22:33:00 GMT): Removed "at least one must be graduate level" from "select two from the following" text and removed ECE 538 per UCC 1/29/24 meeting

Key: 524

546: BIOMEDICAL ENGINEERING UNDERGRADUATE CERTIFICATE

In Workflow

1. 469 Chair (devs@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
12. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 05 Oct 2023 01:06:25 GMT
Dev Shrestha (devs): Approved for 469 Chair
2. Mon, 09 Oct 2023 22:21:38 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Mon, 09 Oct 2023 22:22:55 GMT
Suzanna Long (long): Approved for 08 Dean
4. Tue, 17 Oct 2023 22:13:02 GMT
Linda Lundgren (lindalundgren): Approved for Provost's Office
5. Thu, 21 Dec 2023 20:37:29 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
6. Tue, 16 Jan 2024 22:02:37 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
7. Wed, 24 Jan 2024 16:45:25 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
8. Tue, 30 Jan 2024 22:34:05 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Thu, 05 Oct 2023 00:32:16 GMT

Viewing: 546 : Biomedical Engineering Undergraduate Certificate

Last edit: Wed, 24 Jan 2024 16:45:06 GMT

Changes proposed by: Russell Qualls

Faculty Contact

| Faculty Name | Faculty Email |
|----------------|--------------------|
| Russell Qualls | rqualls@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Engineering

Department/Unit:

Chemical & Biological Engineering

Effective Catalog Year

2024-2025

Program Title

Biomedical Engineering Undergraduate Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

14.0501 - Bioengineering and Biomedical Engineering.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

None. All of the course options listed to complete the certificate are already being taught regularly across the different degree programs, so there is no financial impact.

Curriculum:

All required coursework must be completed with a grade of C or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

| Code | Title | Hours |
|------------------------------|--|-------|
| BE 421 | Image Processing and Computer Vision | 3 |
| BE 422 | Tissue Biomechanics | 3 |
| BE 423 | Tissue Engineering and Regenerative Medicine | 3 |
| Select one of the following: | | 3-4 |
| BIOL 227 | Anatomy and Physiology I | |
| BIOL 310 | Genetics | |
| BIOL 312 | Molecular and Cellular Biology | |
| BIOL 428 | Microscopic Anatomy | |
| BIOL 432 | Immunology | |
| BIOL 433 | Pathogenic Microbiology | |
| BIOL 444 | Genomics | |

| | |
|------------------------|---|
| BIOL 447 | Virology |
| BIOL 454 | Biochemistry II |
| BIOL 461 | Neurobiology |
| BIOL 474 | Developmental Biology |
| CHEM 372 & CHEM 374 | Organic Chemistry II and Organic Chemistry II: Lab |
| CHEM 472 | Medicinal Chemistry |
| CS 415 | Computational Biology: Sequence Analysis |
| GENE 440 | Advanced Laboratory Techniques |
| GENE 488 | Genetic Engineering |
| MATH 437 | Mathematical Biology |
| ME 454 | Assistive Technologies for Physical Impairment |
| PEP 300 | Applied Human Anatomy and Biomechanics |
| PEP 360 | Motor Behavior |
| PSYC 372 | Physiological Psychology |
| PSYC 425 | Psychology of Action |
| PSYC 444 | Sensation and Perception |
| PSYC 446 | Engineering Psychology |

Total Hours**12-13****Courses to total 12 credits for this certificate**

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The following Student Outcomes will be applied specifically to assess the Biomedical Engineering Certificate.

(1) an ability to identify, formulate, and solve complex biomedical engineering problems by applying principles of engineering, science, and mathematics.

(2) an ability to communicate effectively with a range of audiences.

(3) an ability to recognize ethical and professional responsibilities in biomedical engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

(4) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

By meeting these Student outcomes, student who complete a Biomedical Engineering Certificate will have a fundamental knowledge in biomedical engineering and be prepared to contribute to the field.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Assessment activities include: 1) an evaluation of course outcome data (exams, grades, etc) as a part of our University accreditation progress, 2) Exit surveys of all Biomedical Engineering Certificate awardees at the time of graduation, and 3) Biomedical Engineering Certificate awardee post-graduation tracking.

How will you ensure that the assessment findings will be used to improve the program?

Continuous improvement is critical to the biological engineering program and those processes will be used to improve the Biomedical Engineering Certificate. Student Outcomes (as measured by specific course outcomes and exit surveys) will be reviewed annually and

shared with the biomedical engineering-focused course instructors. Corrective actions will be suggested when Student Outcomes are not achieved. We will “close the loop” by comparing the following years outcomes to prior scores to determine if the deficiencies have been addressed. Also, to improve the program, required certificate course offerings will be reviewed annually to determine if a course should be removed or a new course should be included.

What direct and indirect measures will be used to assess student learning?

Direct measures include assessments in the Biomedical Engineering Certificate-specified courses (homework assignments, exams, assignments, projects, and final course grades). Direct measures will also include an exit survey to be completed by all students that obtain the Biomedical Engineering Certificate. The survey will include a self-assessment of progress toward the learning outcomes as well as post-graduate destination in a biomedical-related field (e.g., graduate school, medical school, biotech industry, etc). Indirect measures will be tracking certificate awardees post-graduation using UI survey data and LinkedIn to determine longer-term biomedical engineering career outcomes.

When will assessment activities occur and at what frequency?

Data from the Biomedical Engineering Certificate required courses are collected each semester they are offered and evaluated against the Student Outcomes. Required courses are reviewed annually. Exit surveys will be administered to all Biomedical Engineering Certificate awardees at the time of graduation. Survey data will be reviewed each semester and graduates will be tracked annually to determine longer-term biomedical engineering career outcomes.

Student Learning Outcomes

Learning Objectives

The following Student Outcomes will be applied specifically to assess the Biomedical Engineering Certificate.

- (1) an ability to identify, formulate, and solve complex biomedical engineering problems by applying principles of engineering, science, and mathematics.
- (2) an ability to communicate effectively with a range of audiences.
- (3) an ability to recognize ethical and professional responsibilities in biomedical engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- (4) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

By meeting these Student outcomes, students who complete a Biomedical Engineering Certificate will have a fundamental knowledge in biomedical engineering and be prepared to contribute to the field.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

Biomedical engineering professions are rapidly growing, and there is a critical need to train the next generation of biomedical engineers. The U.S. Bureau of Labor Statistics (BLS) projects biomedical engineering employment to grow by 5% from 2022 to 2032, which is faster than average for all occupations. The BLS projects 1,200 job openings for biomedical engineers each year, over the next decade. (<https://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm>). Furthermore, undergraduate student interest in biomedical engineering is high with an average of 70% of incoming biological engineering undergraduate students expressing interest in biomedical engineering and/or medical professions. While many recent biological engineering graduates are in biomedical engineering industries, we anticipate that a biomedical engineering certificate will make this degree track even more attractive to potential students as well as support the growing industry need. This certificate also helps to highlight the currently offered biomedical engineering-focused courses at University of Idaho and counteracts the biomedical engineering minor and certificate that is offered in the Department of Mechanical and Biomedical Engineering at Boise State University.

No curricular changes nor additional teaching load is being proposed for this certificate. This 12-credit Biomedical Engineering Certificate is developed based on the courses already routinely offered in the BE program, College of Engineering and across campus. Assessments will occur as part of the BE program’s annual review and University accreditation. Thus, there is no additional workload.

Supporting Documents

546 Program Description.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Tue, 10 Oct 2023 23:39:39 GMT): LL attached program description for 546.

Linda Lundgren (lindalundgren) (Thu, 12 Oct 2023 22:07:24 GMT): 10/12/23: Removed previous program description and attached updated description.

Linda Lundgren (lindalundgren) (Tue, 17 Oct 2023 22:08:29 GMT): 10/17/23: LL attached program description for 546.

Linda Lundgren (lindalundgren) (Tue, 17 Oct 2023 22:12:58 GMT): 10/17/23: Approved for Provost Office.

Key: 546

546 Program Description:

Biomedical Engineering certificate is a set of biological engineering courses focused to integrate engineering principles with biological and medical sciences to drive innovation in healthcare. Students gain expertise in areas like biomaterials, medical imaging, and biomechanics taking elective courses with hands-on activities. The certificate holders are prepared to lead advancements in healthcare by integrating engineering and biology to create solutions that enhance quality of life. By choosing from list of approved courses, students will be better prepared to pursue in areas such as tissue engineering, biomaterials, bio-mechatronics, biomimicry, medical image processing, prosthesis, computer vision, genetic engineering, and designing new drugs.

527: CYBERSECURITY PHD

In Workflow

1. 131 Chair (tsoule@uidaho.edu; arleen@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
14. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
15. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Sun, 17 Sep 2023 19:29:31 GMT
Terence Soule (tsoule): Approved for 131 Chair
2. Thu, 28 Sep 2023 16:00:17 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Thu, 28 Sep 2023 16:32:33 GMT
Suzanna Long (long): Approved for 08 Dean
4. Thu, 05 Oct 2023 01:17:58 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Wed, 11 Oct 2023 20:56:55 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Mon, 06 Nov 2023 23:52:36 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Fri, 17 Nov 2023 00:41:12 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
8. Tue, 16 Jan 2024 21:29:46 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Wed, 24 Jan 2024 16:30:55 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
10. Tue, 30 Jan 2024 22:38:41 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Sun, 17 Sep 2023 19:29:04 GMT

Viewing: 527 : Cybersecurity PhD

Last edit: Tue, 30 Jan 2024 22:38:31 GMT

Changes proposed by: Terence Soule

Faculty Contact

| Faculty Name | Faculty Email |
|---------------|-------------------|
| Terence Soule | tsoule@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

Yes

Academic Level

Graduate

College

Engineering

Department/Unit:

Computer Science

Effective Catalog Year

2024-2025

Program Title

Cybersecurity PhD

Degree Type

Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

78

Attach Program Change

Academic_Degree_and_Certificate_Full-Proposal_Form_PhD Cybersecurity.doc

CIP Code

11.1003 - 11.1003

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Greater than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

The program will require hiring several new tenure track faculty members and one clinical faculty member, primarily to mentor the additional PhD students, but also to support additional specialized, topics courses in specific research areas. The program will require two additional IT staff members to support additional secure computing systems required for expanded research programs. The program will require larger video-conference classrooms to accommodate larger class sizes on all three campuses (Moscow, Coeur d'Alene, and Idaho Falls). The program will require additional TAs to recruit and support graduate students - the majority of graduate funding will be from research grants, but for recruiting and funding gaps a minimal number of funded TAs are needed. The full budget form is attached.

Curriculum:

Students will learn the foundations of cybersecurity theory and application as well as the interaction between the two. By understanding the extent and limitation of current knowledge in cybersecurity, the graduate will learn to understand what issues are important and why. Students will acquire the methodological skills to resolve important open problems and tackle challenging new projects. Students will learn to present problems and solutions both orally and in writing. For examples of active research areas, please visit the Computer Science Department's website (<https://www.uidaho.edu/engr/departments/cs/>).

| Code | Title | Hours |
|--|---|-----------|
| CYB/CS 507 | CS and Cyber Research Methods | 3 |
| CYB 520 | Digital Forensics | 3 |
| CYB 536 | Advanced Information Assurance Concepts | 3 |
| CYB 540 | Advanced Networking & Security | 3 |
| CYB 501 | Cybersecurity Graduate Seminar | 3 |
| Electives as approved by Major Professor | | 18 |
| CYB 600 | Course CYB 600 Not Found | 45 |
| Total Hours | | 78 |

Total: 78 credits. (15 credits of required courses + 18 credits of electives + 45 credits research)

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene
Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Graduates of the program will have an ability to:

1. Ability to clearly present, in oral form, research results and the broader implications of that research for both the field of cybersecurity and for society.
2. Ability to clearly present, in written form, research results and the broader implications of that research for both the field of cybersecurity and for society.
3. Ability to do original research in cybersecurity and to appropriately and accurately analyze the results.
4. An in-depth knowledge of cybersecurity and the ability to apply that knowledge, integrating and building upon the foundation provided by a relevant undergraduate degree.
5. Demonstrate an understanding of the broader implications of research for cybersecurity and for society.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

There are three main methods by which student outcomes are assessed, divided into direct and indirect measures:

1. Student Work from: CYB536 Advanced Information Assurance, CYB540 Network Security, and CYB520 Computer and Network Forensics. Direct measure of knowledge of content material and skills.
2. Student Work from: CYB501 Cybersecurity Seminar. Direct measure of knowledge of the societal impact of cybersecurity and professional ethics.
3. Rubrics completed by each students' major professor and committee members at the time of their project presentation or thesis defense.
4. Publication and related research activities of each student,

Each of these measures are described in more detail below. Faculty review and discussion of these measures is a critical part of the overall assessment process and faculty input is included in the analysis of the measures. Faculty review takes place during department meetings in the spring semester and during the department retreat every fall.

Student Work

Faculty select representative material from the courses, potentially including assignments, projects, quizzes, exams, presentations, etc., with which to assess the student outcomes.

Committee Rubrics

A rubric is completed by each student's major professor and committee at both the proposal defense and the final dissertation defense. The rubric consists of five categories each of which is marked as either:

- Exceeds Requirements (4)
- Meets Requirements (3)
- Partially Meets Requirements (2)
- Does Not Meet Requirements (1)

The categories are:

U of I Outcome: Learn and Integrate, Students work shows an in-depth knowledge of the degree subject matter.

U of I Outcome: Think and Create, Student has demonstrated the ability to do original research and to appropriately and accurately analyze the results.

U of I Outcome: Communicate, Written Communication: has produced a clear, meaningful document.

Oral Communication: has produced a clear, meaningful presentation and responded well to questions.

U of I Outcome: Clarify purpose and perspective; Citizenship, Student has demonstrated an understanding of the broader implications of that research for both the field and society.

Finally, the measures of student obtainment of the outcomes are discussed during faculty meetings in the spring as the data become available – direct measure of student performance in class is normally measured in the fall classes. In addition, the entire curriculum is reviewed both in the spring as part of the meeting with the department's Industrial Advisory Board and in the fall as part of the department's annual retreat.

How will you ensure that the assessment findings will be used to improve the program?

As noted above, the measures of student obtainment of the outcomes will be discussed during faculty meetings in the spring as the data become available – direct measure of student performance in class is normally measured in the fall classes. In addition, the entire curriculum is reviewed both in the spring as part of the meeting with the department's Industrial Advisory Board and in the fall as part of the department's annual retreat.

What direct and indirect measures will be used to assess student learning?

As noted above, the direct measures are:

1. Student Work from: CYB536 Advanced Information Assurance, CYB540 Network Security, and CYB520 Computer and Network Forensics. Direct measure of knowledge of content material and skills.
2. Student Work from: CYB501 Cybersecurity Seminar. Direct measure of knowledge of the societal impact of cybersecurity and professional ethics.

The indirect measures are:

3. Rubrics completed by each students' major professor and committee members at the time of their project presentation or thesis defense.
4. Publication and related research activities of each student.

When will assessment activities occur and at what frequency?

Assessment activities will occur every semester. The assessment data based on student coursework is collected when the courses are taught. The assessment data based on committee rubrics and student research accomplishments are collected at the time of the proposal defense and the final defense. The curriculum, in the context of the assessment data, is reviewed during the fall department retreat, by the faculty and Industrial Advisory Board (IAB) during the IAB meeting in the spring, and by the faculty at several points in the spring semester during faculty meetings - particularly in the context of determining the following year's courses.

Student Learning Outcomes

Learning Objectives

Within a few years of graduation graduates of the program will be advancing in their chosen career path and benefiting society by:

1. identifying, formulating, and solving cybersecurity problems through application of their knowledge of cybersecurity, mathematics, computer science, and the scientific method in their chosen career path, and will be continuing to expand their awareness of the role of cybersecurity in multiple disciplines;
2. equip students with the skills and knowledge to conduct in-depth analysis of sophisticated cyber threats, develop novel threat detection techniques, and design effective mitigation strategies, including modeling, designing, implementing and verifying cybersecurity systems to meet specified requirements, security parameters, and real-world constraints;
3. communicating effectively with team members, constituents, and/or the public;
4. continuing the process of life-long learning by further extending their knowledge and professional capabilities;
5. contributing to society through active engagement with professional societies, schools, civic organizations or other community activities;

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

There is a major unmet need for cybersecurity professionals. These professionals help businesses protect their assets from cyber criminals. Untrained individuals spend more time and effort, and therefore more corporate resources, developing less than ideal solutions. A trained cybersecurity professional will be able to get the work done with less effort and fewer resources. Furthermore, our

economy and critical infrastructures are today very dependent on digital and computer-based systems. Adequately protecting such systems is of paramount and essential importance, and a likely a prerequisite, for a healthy economy in the State of Idaho and the Nation.

The educational pressure created by this unmet need is strongly felt on the UI campus. UI introduced a BS in Cybersecurity three years ago, in Fall 2020; it now has 119 majors. We introduced the MS in Cybersecurity, two years ago, in Fall 2021, it now has 12 majors. Additionally of the 42 Ph.D. and 24 MS students pursuing CS degrees roughly half are working on cybersecurity research projects. This rapid growth is driven by the enormous need for cybersecurity professionals of all levels, which this degree would help to fill. Thus, there is a clear need that we are in an ideal position to full.

Additionally, the proposed program will strengthen several existing programs. The BS and MS programs in Cybersecurity will be improved by the addition of more faculty with expertise in cybersecurity. It will improve the diversity of courses available, increase opportunities for undergraduate research, and expand the existing cybersecurity ecosystem at UI. Having a PhD program in cybersecurity will further increase the attractiveness of the BS and MS programs in both cybersecurity and CS by creating a pathway to a cybersecurity PhD, thereby helping to grow enrollment.

The increased breadth of research will improve cross campus collaborations, allowing the cybersecurity faculty to better support and integrate with other disciplines that include cybersecurity aspects such as business, law, and political science. Overall, the synergies created by the program will improve the quality and productivity of existing programs.

As noted above additional faculty and IT support will be need to manage the added workload, particularly as it applies to increased graduate student mentoring, increased research, and the concurrent need for additional IT support for cybersecurity labs.

Supporting Documents

Proposal-PhD-Cybersecurity-Budget-Form Aug 31 2023.xlsx
527 Program Description for Cybersecurity PhD.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Wed, 04 Oct 2023 00:24:05 GMT): 10/3/23: Program description uploaded.

Mary Stout (mstout) (Thu, 05 Oct 2023 01:16:57 GMT): 10/4/23 Mary Stout removed IDF from CIM location which is consistent with uploaded proposal. Not offering in IDF at this time due to III.Z. of SBOE.

Theodore Unzicker (tunzicker) (Tue, 28 Nov 2023 18:33:28 GMT): Proposal still lists Idaho Falls as a location degree if offered. However, Mary Stouts comments indicate it should have been removed. Waiting for clarification from Terry and Mary.

Sydney Beal (sbeal) (Tue, 30 Jan 2024 22:38:31 GMT): Added program description with the first three sentences removed and edited electives line per UCC 1-29-24 meeting

Key: 527

| | |
|--------------|------------------------------------|
| Key: | |
| Input | Input cells have yellow background |

| | |
|---------------|---------------|
| Totals | |
| FTE | Totals |
| 8 | |

| | |
|-------------------|---|
| 2. Faculty | |
| | Totals |
| 1 | Tenure-track faculty Moscow Salary Fringe Hiring Startup |
| 1 | Tenure-track faculty Idaho Falls Salary Fringe Hiring Startup |
| 1 | Tenure-track faculty Coeur d'Alene Salary Fringe Hiring Startup |
| 1 | Clinical faculty Moscow Salary Fringe Hiring Startup |
| 0 | Clinical faculty Idaho Falls Salary Fringe Hiring Startup |
| 0 | Clinical faculty Coeur d'Alene Salary Fringe Hiring Startup |

| |
|--|
| 4. Graduate/Undegraduate Assistants |
|--|

| | | | | Totals |
|--------------------|---------------|------|------|--------------------------------------|
| Teaching assistant | Moscow | | | Salary Fringe Health insurance |
| | | 2022 | 2023 | 2024 |
| | | 1 | 1 | 2 |
| Teaching assistant | Idaho Falls | | | Salary Fringe Health insurance |
| | | 1 | 1 | 1 |
| Teaching assistant | Coeur d'Alene | | | Salary Fringe Health insurance |
| | | 0 | 0 | 1 |

| 7. Administrative Support Personnel | | | | |
|--|-------------------|---------------|--|---------------------------------------|
| | | | | Totals |
| 1 | Info. Tech. Staff | Moscow | | Salary Fringe Hiring Startup |
| 1 | Info. Tech. Staff | Idaho Falls | | Salary Fringe Hiring Startup |
| 0 | Info. Tech. Staff | Coeur d'Alene | | Salary Fringe Hiring Startup |

| Fringe rates: | |
|---------------|--------|
| Faculty | 30.90% |
| Staff | 40.50% |
| Temporary | 8.90% |
| Student | 3.40% |

| Est. Hiring Costs | |
|-------------------|-----------|
| Tenure-track | \$ 20,000 |
| Clinical | \$ 20,000 |
| Tech. staff | \$ 20,000 |

| Estimated |
|-----------------|
| Tenure-track |
| Clinical (year) |
| Technical staff |
| Graduate as |

| Ongoing | | One-Time | Ongoing | | One-Time | Ongoing |
|------------|-----------|-----------|------------|------------|------------|------------|
| FY | 22 | | FY | 23 | | FY |
| Salaries | Fringe | Other | Salaries | Fringe | Other | Salaries |
| \$ 163,000 | \$ 53,772 | \$ 80,000 | \$ 383,000 | \$ 121,752 | \$ 310,000 | \$ 546,000 |

| Ongoing | | One-Time | Ongoing | | One-Time | Ongoing |
|----------|--------|-----------|------------|-----------|------------|------------|
| FY | 21 | | FY | 22 | | FY |
| Salaries | Fringe | Other | Salaries | Fringe | Other | Salaries |
| \$ - | \$ - | \$ 40,000 | \$ 220,000 | \$ 67,980 | \$ 310,000 | \$ 350,000 |

| | | | | | | |
|------|------|-----------|------------|-----------|------------|------------|
| \$ - | \$ - | \$ 20,000 | \$ 130,000 | \$ 40,170 | N/A | \$ 130,000 |
| | | | | | \$ 140,000 | |

| | | | | | | |
|--|--|--|------|------|-----------|------------|
| | | | \$ - | \$ - | \$ 20,000 | \$ 130,000 |
| | | | | | \$ - | |

| | | | | | | |
|------|------|------|------|------|------------|------|
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | | | | \$ 140,000 | |

| | | | | | | |
|--|--|-----------|-----------|-----------|-----------|-----------|
| | | \$ 20,000 | \$ 90,000 | \$ 27,810 | N/A | \$ 90,000 |
| | | | | | \$ 10,000 | |

| | | | | | | |
|--|--|------|------|------|------|------|
| | | \$ - | \$ - | \$ - | N/A | \$ - |
| | | \$ - | | | \$ - | |

| | | | | | | |
|--|--|------|------|------|------|------|
| | | \$ - | \$ - | \$ - | N/A | \$ - |
| | | \$ - | | | \$ - | |

| | | | | | | |
|---------|--|---------|---------|--|---------|---------|
| Ongoing | | Ongoing | Ongoing | | Ongoing | Ongoing |
|---------|--|---------|---------|--|---------|---------|

| FY | 21 | Other | FY | 22 | Other | FY |
|------------------|-----------------|--------------------------|------------------|-----------------|--------------|------------------|
| Salaries | Fringe | | Salaries | Fringe | | Salaries |
| \$ 33,000 | \$ 1,122 | \$ - | \$ 33,000 | \$ 1,122 | \$ - | \$ 66,000 |
| \$ 16,500 | \$ 561 | Health Insurance \$ - | \$ 16,500 | \$ 561 | \$ - | \$ 33,000 |
| \$ 16,500 | \$ 561 | \$ - | \$ 16,500 | \$ 561 | \$ - | \$ 16,500 |
| \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 16,500 |

| Ongoing | 21 | One-Time | Ongoing | 22 | One-Time | Ongoing |
|-------------------|------------------|------------------|-------------------|------------------|-----------------|-------------------|
| FY | Fringe | Other | FY | Fringe | Other | FY |
| Salaries | | | Salaries | | | Salaries |
| \$ 130,000 | \$ 52,650 | \$ 40,000 | \$ 130,000 | \$ 52,650 | \$ - | \$ 130,000 |
| \$ 65,000 | \$ 26,325 | \$ 20,000 | \$ 65,000 | \$ 26,325 | N/A | \$ 65,000 |
| \$ 65,000 | \$ 26,325 | \$ 20,000 | \$ 65,000 | \$ 26,325 | N/A | \$ 65,000 |
| \$ - | \$ - | \$ - | \$ - | \$ - | N/A | \$ - |

| Hiring salaries | |
|-------------------|------------|
| Academic (yearly) | \$ 130,000 |
| Faculty (yearly) | \$ 90,000 |
| Staff (yearly) | \$ 65,000 |
| Assistant | \$ 16,500 |

| Est. Startup Costs | |
|--------------------|------------|
| Tenure-track | \$ 140,000 |
| Clinical | \$ 10,000 |
| Tech. staff | \$ 10,000 |

| Coefficients | |
|----------------|----------|
| Inflation adj. | 0% |
| Grad. Health | \$ 2,016 |

| 24 | One-Time | Ongoing | 25 | One-Time |
|------------|------------|-------------|------------|------------|
| Fringe | Other | FY Salaries | Fringe | Other |
| \$ 163,044 | \$ 160,000 | \$ 676,000 | \$ 203,214 | \$ 140,000 |

| 23 | One-Time | Ongoing | 24 | One-Time |
|------------|------------|-------------|------------|------------|
| Fringe | Other | FY Salaries | Fringe | Other |
| \$ 108,150 | \$ 160,000 | \$ 480,000 | \$ 148,320 | \$ 140,000 |

| | | | | |
|-----------|------|------------|-----------|------|
| \$ 40,170 | N/A | \$ 130,000 | \$ 40,170 | N/A |
| | \$ - | | | \$ - |

| | | | | |
|-----------|------------|------------|-----------|------|
| \$ 40,170 | N/A | \$ 130,000 | \$ 40,170 | N/A |
| | \$ 140,000 | | | \$ - |

| | | | | |
|------|-----------|------------|-----------|------------|
| \$ - | \$ 20,000 | \$ 130,000 | \$ 40,170 | N/A |
| | \$ - | | | \$ 140,000 |

| | | | | |
|-----------|-----|-----------|-----------|-----|
| \$ 27,810 | N/A | \$ 90,000 | \$ 27,810 | N/A |
| | N/A | | | N/A |

| | | | | |
|------|-----|------|------|-----|
| \$ - | N/A | \$ - | \$ - | N/A |
| | N/A | | | N/A |

| | | | | |
|------|-----|------|------|-----|
| \$ - | N/A | \$ - | \$ - | N/A |
| | N/A | | | N/A |

| | | |
|---------|---------|---------|
| Ongoing | Ongoing | Ongoing |
|---------|---------|---------|

| 23 | | FY | 24 | |
|-----------|-------|-----------|-----------|-------|
| Fringe | Other | Salaries | Fringe | Other |
| \$ 2,244 | \$ - | \$ 66,000 | \$ 2,244 | \$ - |
| \$ 1,122 | \$ - | \$ 33,000 | \$ 1,122 | \$ - |
| \$ 561 | \$ - | \$ 16,500 | \$ 561 | \$ - |
| \$ 561 | \$ - | \$ 16,500 | \$ 561 | \$ - |

| 23 | One-Time | Ongoing | 24 | One-Time |
|-----------|-----------------|----------------|-----------|-----------------|
| Fringe | Other | FY Salaries | Fringe | Other |
| \$ 52,650 | \$ - | \$ 130,000 | \$ 52,650 | \$ - |
| \$ 26,325 | N/A | \$ 65,000 | \$ 26,325 | N/A |
| \$ 26,325 | N/A | \$ 65,000 | \$ 26,325 | N/A |
| \$ - | N/A | \$ - | \$ - | N/A |

Program Description for Cybersecurity PhD

A graduate degree in cybersecurity from UI prepares a student for a lifetime of discovery. It enables the graduate to advance the state of the art in cybersecurity, not merely to keep up with it. The graduate program develops the student's critical thinking, investigatory, and expository skills. The student will learn the foundations of cybersecurity theory and application as well as the interaction between the two. By understanding the extent and limitation of current knowledge in cybersecurity, the graduate will learn to understand what issues are important and why. Students will acquire the methodological skills to resolve important open problems and tackle challenging new projects. Students will learn to present problems and solutions both orally and in writing. For examples of active research areas, please visit the Computer Science Department's website.



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM) 45.08

Addition Revision* Deletion* Interim Minor Amendment
Policy Number & Title: **APM 45.08 COST SHARING ("MATCH") ON SPONSORED PROJECTS**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator: Sarah Martonick

Policy Sponsor, if different from Originator: Chris Nomura, VPRED

Reviewed by General Counsel Yes No Name & Date: Manisha Wilson, 6/30/23

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.

This policy is being updated to reflect new compliance requirements and accounting standards that govern sponsored funding, primarily from 2 CFR 200, but also the University changes from Chart 9 to Chart V fund-based accounting and the use of Banner to manage cost share companion accounts.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

APM Chapter 45

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

To be effective as soon as practical.

45.08 -- Cost Sharing ("Match") on Sponsored Projects

December 2018

A. ~~General Purpose.~~ ~~Identifying university policies on~~ This policy regulates offering, providing, and reporting on cost sharing.

B. Scope. This policy covers all proposals where cost share towards project expenses is being offered by the University, as well as any sponsored project awards with cost share completion and reporting requirements. ~~Some sponsored projects require the University and/or third parties to contribute a portion of the project costs. Such contributions are known as "cost sharing" or "match." The requirement for cost sharing or matching funds is an indication that contributions beyond those provided by the sponsor are necessary to fulfill the objectives of the project. Once included in a proposal and confirmed in its corresponding award document, cost share becomes a binding obligation of the University and must be contributed towards the fulfillment of the project.~~

CB. Definitions:

C-1. Cost sShare. ~~When a sponsored project includes University and/or third parties contributing a portion of the project costs, such contributions are known as "cost share" or "match." The requirement for cost sharing or matching funds is an indication that funding beyond that provided by the sponsor is necessary to be able to fulfill the objectives of the project. Once included in a proposal and confirmed in its corresponding award document, cost share becomes a binding obligation of the University and must be provided towards the fulfillment of the project. There are three types of cost share:~~

B-1-a. Mandatory cCost sShare. e ~~That~~ ~~portion of the University contribution to a sponsored project which is required by the terms of the project, typically noted in the Request for Proposal (RFP) or Funding Opportunity Announcement (FOA) or similar document.~~ ~~Any mandatory cost share must be included in the proposal in order for the proposal to receive consideration by the sponsor.~~

B-2-b. Voluntary cCommitted cCost sShare. : ~~Resources that are committed and budgeted for in a sponsored agreement, but that would are not be required by the sponsor in order for a proposal to be considered. Although not required by the sponsor, this cost share is a binding commitment and is tracked by the University. [rev. 3-13]~~

B-3-c. Voluntary uUncommitted cCost sShare. : ~~The voluntary contribution of institutional resources, including faculty effort, that is over and above the mandatory or voluntary committed cost share. Such cost sharing is not required by the sponsor as a condition of the award and is not quantified in the project budget or other proposal application (proposal) form(s, but) but is expended by the University. An example of voluntary uncommitted cost share is "The University of Idaho project director -will have direct oversight on the project. provide lab space to conduct this research". This is listed in the proposal, but since there is no quantified amount listed, it is not tracked by the University. [rev. 3-13]~~

DE. Policy. ~~Due to the effect of cost sharing on the Facilities and Administration (F&A) rate, it is the position of the Office for Research and Economic Development (ORED) that wW~~ ~~hen cost sharing is required by the agency, only the minimum cost share necessary to satisfy the requirement may will be offered to the sponsoring agency. Requests to offer more than the minimum cost share required by a sponsor must be authorized by the unit administrator, college dean and the VP for Research and Economic Development or delegatesignee. Voluntary committed cost share is generally prohibited. Only in rare circumstances will voluntary committed cost share be authorized, and such authorizations must be provided by the unit administrator, college dean and the VP for Research and Economic Development.~~

Note that Federal funding sources and other sponsored projects (Fund Type 22) generally ~~cannot~~ may not be used for cost sharing or matching purposes. This includes all Smith-Lever, Hatch, or other federal funds appropriated to the University. The Office of Sponsored Programs (OSP) will provide notification of any required cost sharing at the start of a project and with any subsequent funding authorizations. *fed. 12-18*

ED. Process/Procedures:

ED-1. Allowable/unallowable expenses. If cost share has been approved on a project, the following ~~guidelines-requirements~~ apply to what are allowable and ~~unnon~~-allowable expenses for cost share purposes. Note that in order to be ~~used-provided~~ as cost share, any such expenses must ~~occur~~ be incurred during the project period.

a.) Items unallowable as direct costs. An expense must be allowable as a direct cost to the project if it is to be used as cost share. One common exception is when the agency stipulates that indirect costs are unallowable but that any all or a portion or all of the unrecovered indirect costs may be used as cost share. Unrecovered indirect costs are the indirect costs that are not chargeable to an award due to sponsor limitations on the indirect rate.

b.) Equipment and office space. Existing equipment and office space on any University-owned or ~~leased~~ property is part of the University's indirect cost rate calculation, and ~~cannot~~ may not be used as cost share.

PIs should be aware that when preparing proposals for sponsored agreements they cannot commit the use of ~~U~~University-owned or government-owned equipment as cost share. They can, however, characterize the equipment as "available for the performance of the project at no direct cost to the project."

Proposals which include the acquisition of special-purpose equipment as a direct cost may include an offer of ~~University~~University funds to pay for all or part of the cost of such equipment. These proposals may be for equipment or instrumentation grants, where the purpose of the grant is to buy equipment and the University is required to share the cost with the sponsor, or research-oriented sponsored projects where the purpose of equipment required for the research is an allowable expense included in the award. Note that the purchase and acquisition must occur during the period of performance. The portion of the purchase price paid by the University must be charged directly to a cost sharing ~~account~~ index in support of the award.

c.) Waiver of indirect costs on cost-shared items. The indirect costs associated with other cost-shared items may be used as matching ~~funds, if~~ funds if indirect costs are allowed by the granting agency.

d.) Employee salaries. If an employee's salary has been committed as cost share on a project, their salaries must be charged to the cost share index for the project and they must complete a periodic are required to complete ~~e~~Effort ~~r~~Reports to verify the actual effort working on the project. ~~s~~See APM 45.09. *fed. 3-13, rev. 12-18*

e.) Third-party cost share allowances. At the proposal stage an itemized letter of commitment signed by an authorized organizational representative is required if any portion of the cost share is being funded by a third party (or parties). After the fact documentation will be required from each third party if the project is awarded. Such documentation must certify that the cost share in the letter of commitment was provided to support the project and that none of the cost share was paid out of federal funds. I

This documentation must be signed by someone ~~in~~ at the appropriate level of authority ~~at~~ in the ~~third-party~~ third-party organization. *[rev. 3-13]*

~~ED-2. Reports Provided by OSP.~~ ~~OSP prepares and will provide on request the following reports concerning cost sharing requirements: The Argos Cost Share Report (Finance, Production, Departmental Financial Reporting, Sponsored Programs Reports, Cost Share Report)~~ is the official cost share report location.

~~a)~~ ~~Cost Sharing Report: Available for each budget project with a cost sharing commitment. This report lists the detailed cost share expenses reported to OSP to date and is provided to each unit at least once a semester and when changes occur.~~

~~b)~~ ~~Cost Sharing Report by College: Lists both active and terminated accounts with cost share commitments. Details the matching amount required, the accumulated amount matched, and the balance remaining to match. Sent upon request.~~

~~c)~~ ~~Termination Report: Details the unmet cost share commitment. This report is sent to the unit at the close date of the project.~~

~~ED-3. Unit Responsibilities.~~ ~~The PI and unit should regularly review the cost-share indexes to make sure they are meeting their cost share obligation in a timely manner. ing reports, and notify OSP immediately if discrepancies exist. If operating expenses, temporary employee pay, and/or travel expenses are being used as match, the unit must provide OSP with the expense document numbers, dates, and budget(s) those expenditures were charged to on a regular basis. If the entire obligated cost share is not submitted by the PI and unit 15 days prior to the date the final financial report is due to the sponsor, the amount of direct expenditures allowed on the sponsored project must be reduced. The unit must transfer expenses off the sponsored project so that the cost share submitted meets the required proportion to the direct expenses as obligated in the award document. [rev. 3-13]~~

~~FE. Contact Information.~~ Further questions regarding cost sharing should be addressed to the Office of Sponsored Programs, (208) 885-6651 or osp@uidaho.edu. FAQs on cost sharing and other sponsored programs can also be found on the [OSP website](#).

UNIVERSITY OF PHOENIX SURVEY RESULTS

In Fall of 2023, Faculty Senate formed a task force to develop a survey to assess employee sentiments regarding the University of Idaho/University of Phoenix Affiliation. The survey was sent via email to all UI employees in late November of 2023 and remained open for two weeks. Reminders were sent out in the UI Daily Register to encourage completion. 723 employees responded to the survey: 367 identified as staff members, 244 as faculty, and 122 chose not to indicate their status.

In what follows we share findings from each of the survey questions in turn and present the overall results, results divided by employee type, and results separated by self-reported level of knowledge about the affiliation.

We also share examples of the most common themes we identified in the qualitative data. A full list of qualitative responses, with identifying information removed, is available upon request (contact khaltinner@uidaho.edu). Note: there are over 130 pages of qualitative data. What we present here is not exhaustive, but simply examples of common themes.

****Note on this version**** Please recognize this is a draft. It includes data from the quantitative questions and the following qualitative questions.

Based on my understanding of the Constitution of University Faculty, APM 60.21, the role of staff, and the role of shared governance at the University of Idaho, I believe that university employees were appropriately involved in the decision to affiliate with the University of Phoenix as determined by existing University of Idaho policies.

I believe the University of Phoenix affiliation will impact my unit in the following ways:
What information or explanation would be helpful to you in understanding the implications of the University of Phoenix affiliation for your unit?

The University of Idaho's affiliation with the University of Phoenix will provide support for the University of Idaho as we approach the projected decreases in enrollment based on demographic shifts (i.e., the "enrollment cliff").

Based on my current understanding, I believe the University of Idaho's affiliation with the University of Phoenix might have a positive impact on the University of Idaho.

Based on my current understanding, I believe the University of Idaho's affiliation with the University of Phoenix might have a negative impact on the University of Idaho.

The FAQ was helpful in answering my questions about the affiliation.

We continue to code and analyze the qualitative data from the following questions and will return to Faculty Senate with these additional findings.

What recommendations do you have for improving the FAQ?

I see the following as potential concerns of this affiliation (please specify if selected)

I see the following as potential benefits of this affiliation (please specify if selected)

Moving forward, on which topics related to the affiliation would you like to give input?

What else would you like to share with Faculty Senate about your thoughts regarding the University of Idaho and University of Phoenix affiliation?

What remaining questions do you have about the University of Phoenix affiliation?

DRAFT

EXECUTIVE SUMMARY

Respondents were slightly more supportive of the affiliation between the University of Phoenix and the University of Idaho than unsupportive (52% vs. 23% opposed and 25% unsure or neutral). Staff-identified respondents support the initiative more than faculty (61% vs. 50%). People with higher levels of self-reported knowledge about the affiliation support it more than people with lower levels of self-reported knowledge (66% vs. 33%).

45% of faculty-identified respondents generally felt that there should have been greater engagement with employees in the decision-making process than there was (33% perceived adequate involvement, 35% were neutral or unsure). 55% of staff-identified respondents generally indicated they thought the engagement was sufficient (27% disagreed, 39% were neutral or unsure).

46% of respondents anticipate an impact on their unit (ranging from things like an increased in access to resources and potential enrollment increases to concerns about the impact of any financial risk or reputational risk to UI) and would like greater discussion and information regarding the nature of this impact.

Respondents also anticipate an impact on the university (53% positive, 31% negative). These range from positive (financial gain, protection during an anticipated enrollment cliff, etc.) to negative (UI's reputation, UI's financial risk, etc.).

52% of respondents felt the FAQ was helpful, 12% disagreed, 36% were unsure or neutral.

The most common questions employees continue to have are regarding a) the anticipated timeline, b) the use of this proposed new source of funds, c) any anticipated impact on their specific programs, d) any anticipated impact on duplicated programs, e) the financial and reputational risks to UI and relevant solutions.

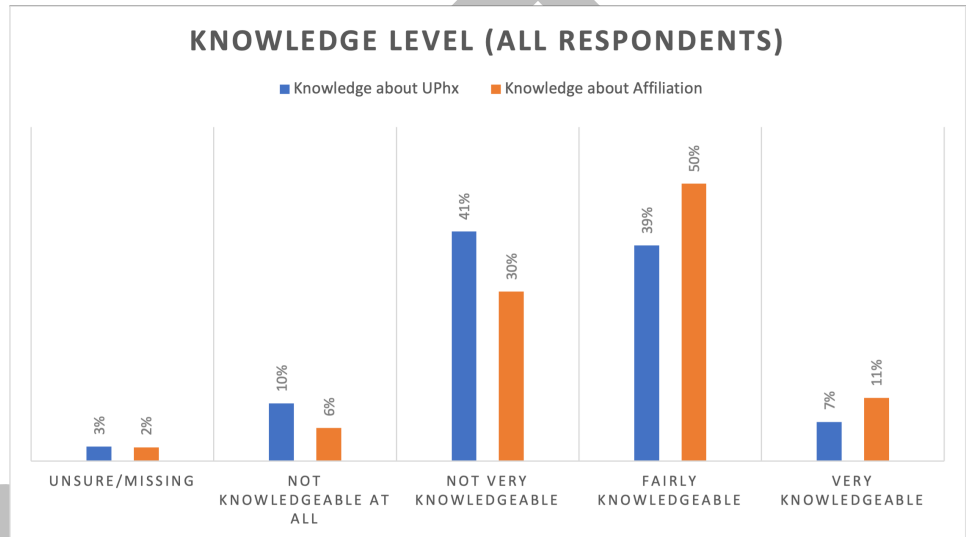
KNOWLEDGE

Two questions were asked to assess the understanding survey-takers had with regards to the affiliation:

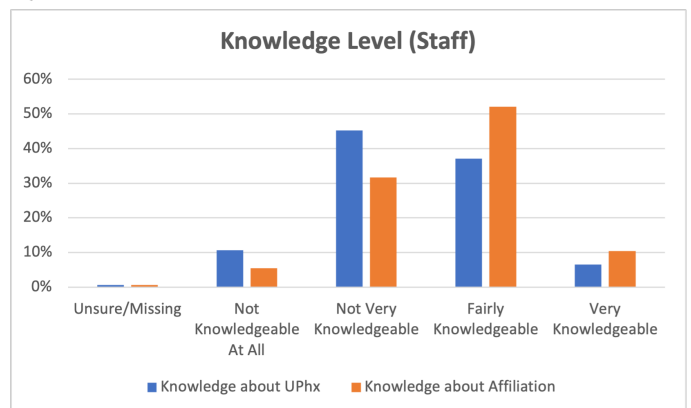
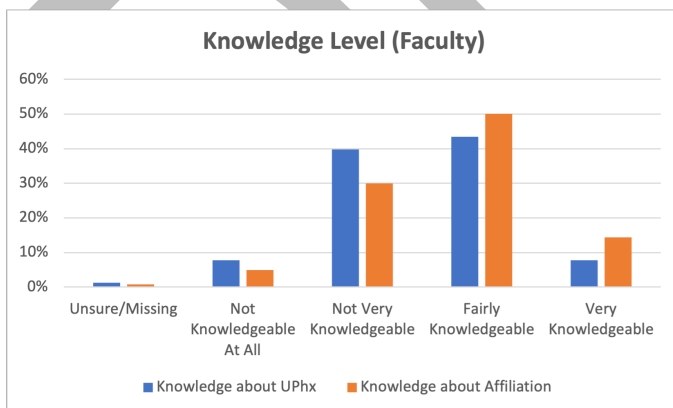
In your opinion, how knowledgeable are you about the University of Phoenix and its programs?

In your opinion, how knowledgeable are you about the details of the affiliation with the University of Phoenix?

Roughly 46% of respondents self-report being knowledgeable about the University of Phoenix and its employees (3% unsure/no response; 51% not knowledgeable). In contrast, 61% of respondents report being knowledgeable to some degree about the affiliation (2% unsure/no response; 36% not knowledgeable).



Of the respondents that identified as faculty, 43% reported being fairly knowledgeable and 8% very knowledgeable about the University of Phoenix and its programs, while 37% of respondents identifying as staff reported being fairly knowledgeable and 7% very knowledgeable in this area. With regards to the affiliation itself, 50% of faculty-identified respondents reported being fairly knowledgeable/14% very knowledgeable and 52% of staff-identified respondents reported being fairly knowledgeable/10% very knowledgeable.

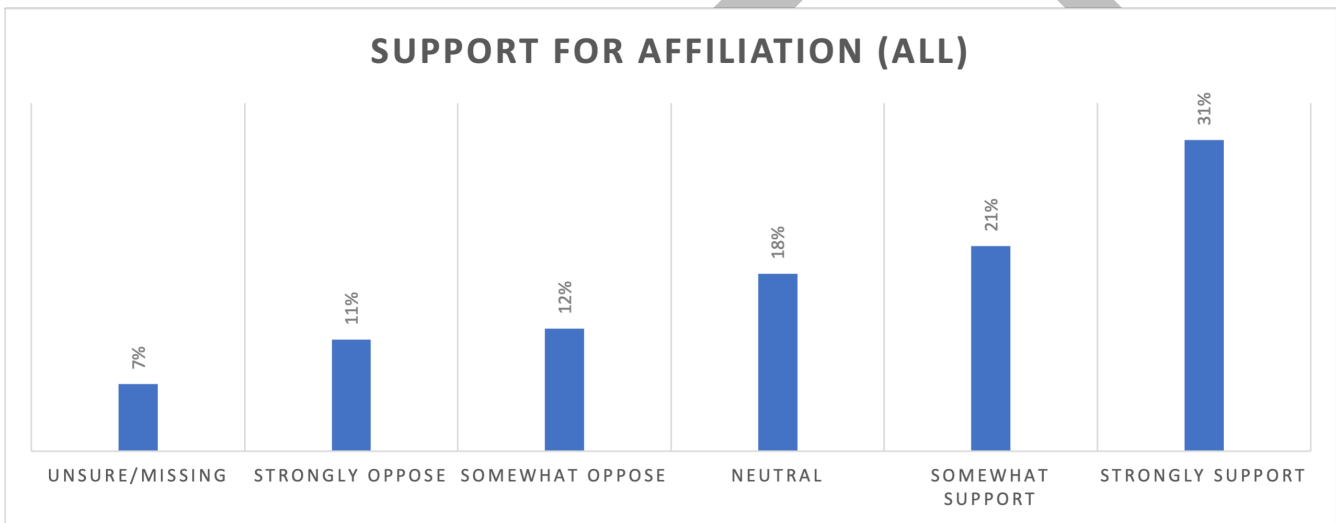


DEGREE OF SUPPORT

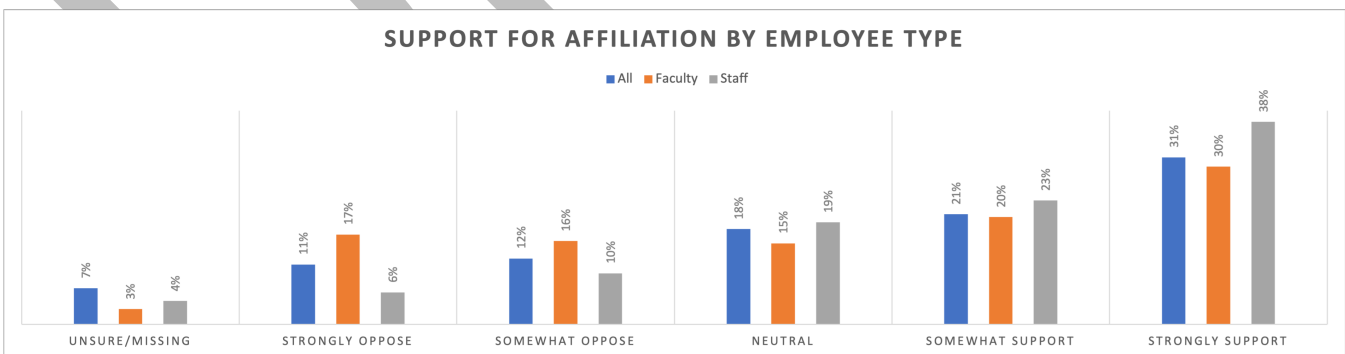
Overall support for the affiliation between the University of Idaho and the University of Phoenix was measured with the following survey question:

To what degree do you support the University of Idaho affiliation with the University of Phoenix?

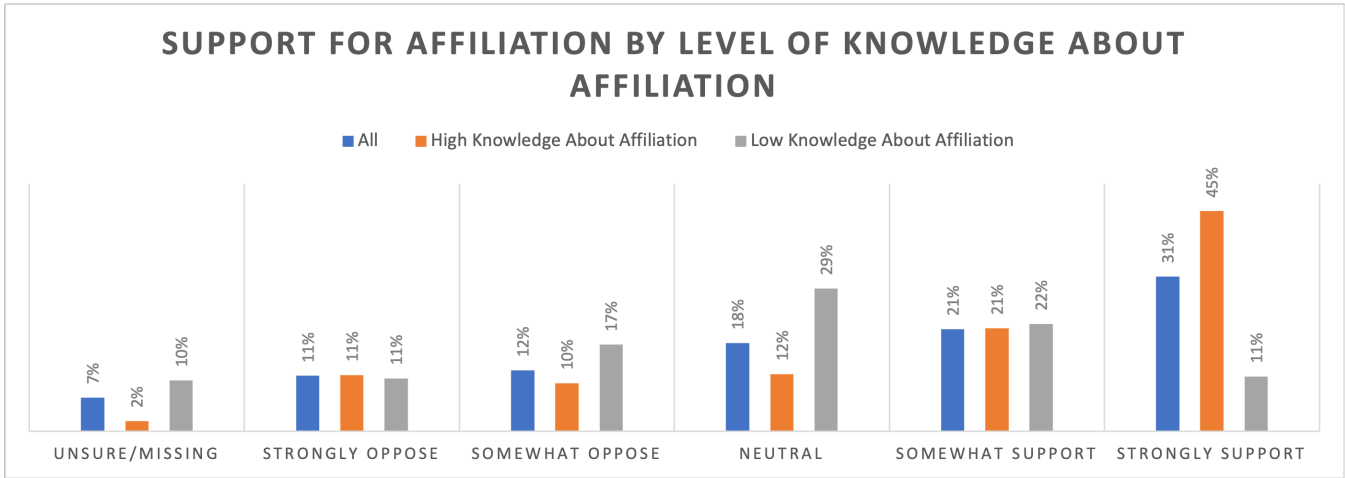
More respondents support the affiliation than oppose it. Results show that 52% of all surveyed employees either somewhat or strongly support the affiliation while 23% of respondents either strongly or somewhat oppose. When considering employee type, staff support the affiliation more than faculty (61% vs. 50%).



Across employee type, 61% of respondents identified as staff support the affiliation overall, while 50% of identified faculty expressing support for the affiliation. Sixteen percent of identified staff reported opposing the affiliation overall (23% neutral or unsure), and 33% of identified faculty reported opposing the affiliation (18% neutral or unsure).



Across self-reported knowledge level, 46% of respondents with a high level of reported knowledge support the affiliation, 21% oppose the affiliation, and 14% are neutral or unsure. Of respondents with a low level of knowledge about the affiliation, 33% support the affiliation, 28% oppose the affiliation, and 39% are unsure or neutral about the affiliation.



DRAFT

EMPLOYEE INVOLVEMENT IN DECISION

Quantitative Information

Overall sentiment regarding respondents' sentiments on the topic of employee involvement in the decision to affiliate was measured with the following survey question:

Based on my understanding of the Constitution of University Faculty, APM 60.21, the role of staff, and the role of shared governance at the University of Idaho, I believe that university employees were appropriately involved in the decision to affiliate with the University of Phoenix as determined by existing University of Idaho policies.

Constitution of University Faculty:
<https://www.uidaho.edu/governance/policy/policies/fsh/1/1520>

Administrative Procedures Manual (APM 60.21):
<https://www.uidaho.edu/governance/policy/policies/apm/60/21>

Staff Council: Council <https://www.uidaho.edu/governance/policy/policies/fsh/1/1800>

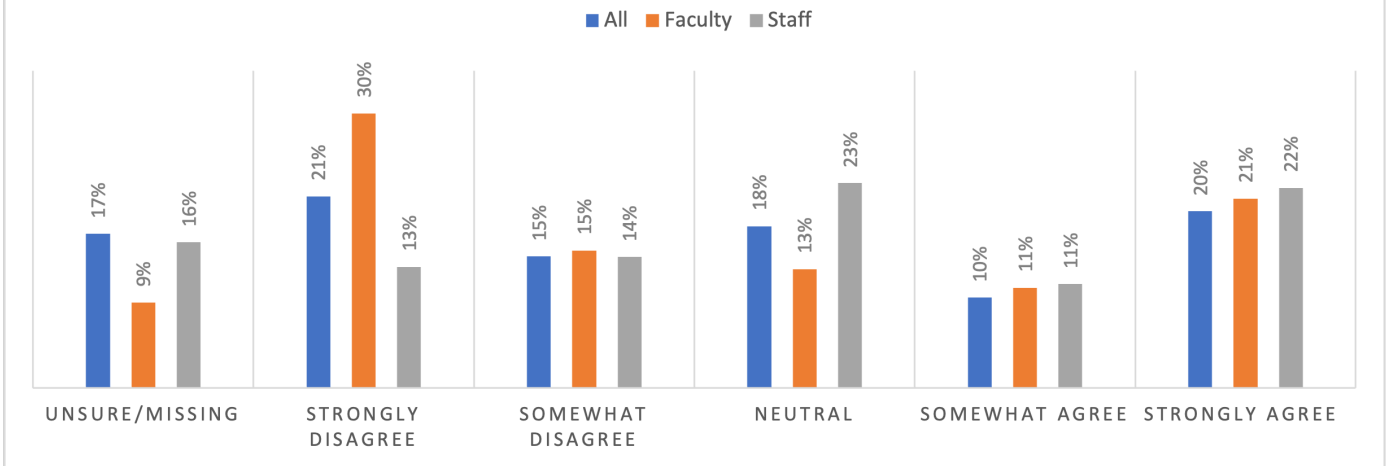
Shared Governance: <https://www.uidaho.edu/governance>

[Mark your answer, provide details in the text boxes if desired.]

Overall, respondents were divided in whether university employees were appropriately involved with the decision to affiliate with the University of Phoenix. Of recorded responses, 36% of all respondents disagreed (either somewhat or strongly) with this statement, 30% agreed (either somewhat or strongly), and 35% of respondents were either “unsure” or “neutral” in their opinion.

Of identified faculty, 45% of respondents disagreed that there was adequate involvement from employees and 33% agreed that there was adequate involvement. Of identified staff, 27% disagreed that employees were adequately involved, 55% agreed that employees were adequately involved, and 39% reported as being neutral or unsure about adequate involvement.

UI EMPLOYEES ADEQUATELY INVOLVED IN DECISION



Qualitative Information

Nuanced information regarding respondent's perspectives regarding employee involvement in the affiliation decision were assessed using fill in text boxes and the same question as above.

In reviewing the qualitative responses regarding employee involvement of the process, we identified 12 themes (see textbox) that varied based on the degree to which the respondent agreed with the question above. Here we present the two most common theme amongst each group of respondents.

12 Identified Themes:

Theme 1: We weren't involved

Theme 2: We should have been involved – general

Theme 2a: We should have been involved – policy

Theme 2b: We should have been involved – values/culture

Theme 3: We were lied to/this undermined trust

Theme 4: Nothing could have been done differently

Theme 5: There are ethical concerns with this process

Theme 6: Communication/ involvement was sufficient

Theme 7: Employees shouldn't be involved

Theme 7a: Employees shouldn't be involved, but...

Theme 8: Problem with the question/unclear response

Theme 9: Employees need more information to be involved

Theme 10: Apathy

Theme 11: I'm not sure/need more information

Theme 12: I trust President Green/the administration

Among participants who responded “**strongly disagree**,” the most common theme included statements that affirmed a lack of employee involvement.

- Most people were not aware until after a purchase agreement was already done.
- We've only been recipients, not participants.

The second most common theme included arguments that university policy dictates employees should have been involved in the process:

- Based on the faculty's responsibility to assist in major budgetary decisions and university reorganizations, per FSH 1520.4.10 & 1520.4.12, I don't think we faculty were appropriately involved in the decision to affiliate with U Phoenix, since to my knowledge we were not involved in the decision at all!

- The Constitution states the following: “the university faculty advises and assists the president and the regents in establishing, reorganizing, or discontinuing major academic and administrative units of the university, such as colleges, schools, intracollege divisions, departments, and similar functional organizations.” (Section 12. Organization of the University) Even if UPhoenix is not a part of UI Idaho, UI Idaho's proposed affiliation with UPhoenix seems sufficiently "major" to have warranted much better involvement of the faculty throughout the process.

As with the group who responded “strongly disagree,” the most common responses amongst those who “**somewhat disagree**” included statements affirming the absence of employee involvement:

- It was presented as kind of as "alright, this is happening".
- We heard about it once it seemed like it was a done deal.

The second most common response among those who “somewhat disagree” included a sense that they had been deceived in some way or that their trust had been undermined:

- As most UI employees had zero knowledge of the acquisition until it was published in the news, it seems suspicious.
- I understand that administration can make decisions that does not align with faculty and staff input, or without input altogether. Due to this being a Non-Disclosure agreement, it really limited involvement and seemed to provide a reason to distrust administration; what other decisions will be made behind closed doors without input, what else will be through an NDA?

Among participants who responded “**neutral**,” the most common theme was a sense that they needed more information to have a clear opinion:

- I don't know enough to have an opinion. I was surprised by the announcement as we hadn't heard anything previously, but understand that it likely needed to be kept quieter to stop another party from trying to step in and offer more than we were for the deal.
- I don't have enough information to make a full opinion on this. If there were other bidders in the process, then the actions make sense. If UI was the sole bidder then the university should of been more open earlier on

The second most popular theme amongst those who responded “**neutral**” included the perception that faculty shouldn't have been involved or were sufficiently involved:

- I think if higher admin wants to do something, it doesn't matter much what anyone else at the institution thinks.
- I don't feel that lower-level staff employees like myself were considered or consulted. That said, I'm not sure that decisions on this level need my input.

Among participants who “**somewhat agree**” that employees were adequately involved, the most common themes included statements that faculty were not involved and a perception that they shouldn't have been involved.

- It really was a done deal by the time we heard about it.

- The announcements indicated 'we are' rather than 'we are contemplating' which feels like the decision was made prior to seeking input
- My understanding of shared governance is it doesn't extend to decisions like these. What comes next is absolutely subject to shared governance protocols.
- It was a business deal and as such needed to be conducted prior to informing the public

Finally, among participants who “**strongly agreed**” that employees were adequately involved, the most common themes included a sense that employees shouldn’t have been involved:

- Its [sic] an affiliation with a private organization, so it shouldn't have been publically [sic] debated.
- We have positions at the university with different responsibilities. The role of administrators is to ensure we remain solvent and have a place to come to work. As faculty, I have no business telling them how to run the financial side of the institution. With the impending enrollment cliff, I view this affiliation as a smart business decision.

The second most common theme was an expression that communication on the affiliation was sufficient:

- The engagement has been extensive once the affiliation was announced. We are fortunate to have leaders that are taking control of the institutions [sic] future and diversifying revenues in a time of uncertain state funding.
- I think the administration did a great job in discussing and sharing information about the affiliation really, the decision is in the hands of the executive leadership. I think President Green has done his utmost to engage all stakeholders, internal and external, with the arrangement.

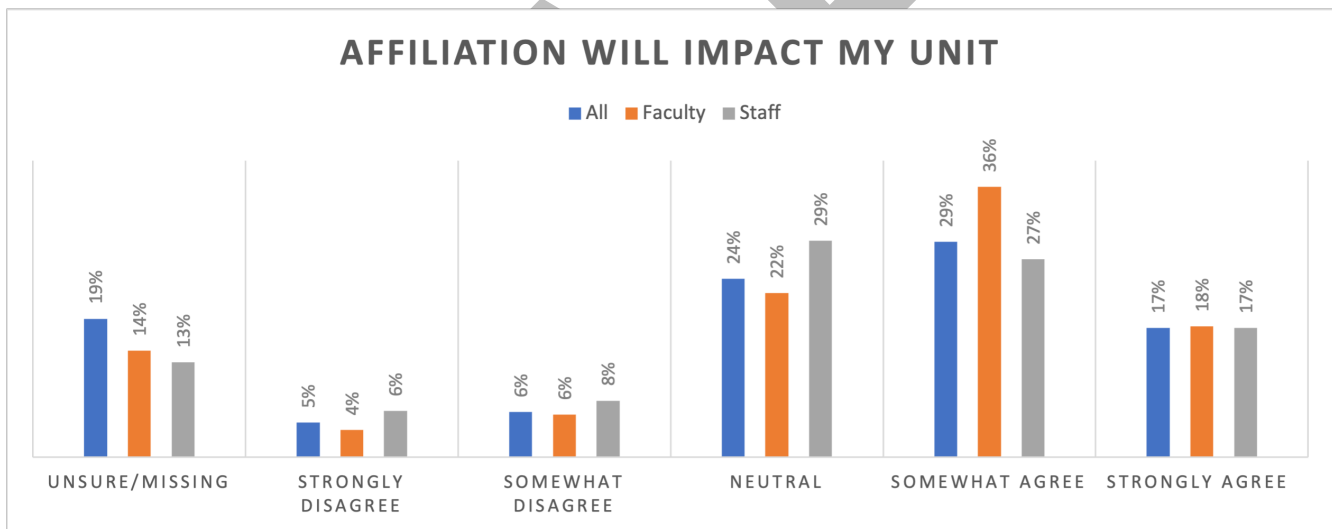
ENVISIONED IMPACT ON UNITS

Quantitative Data

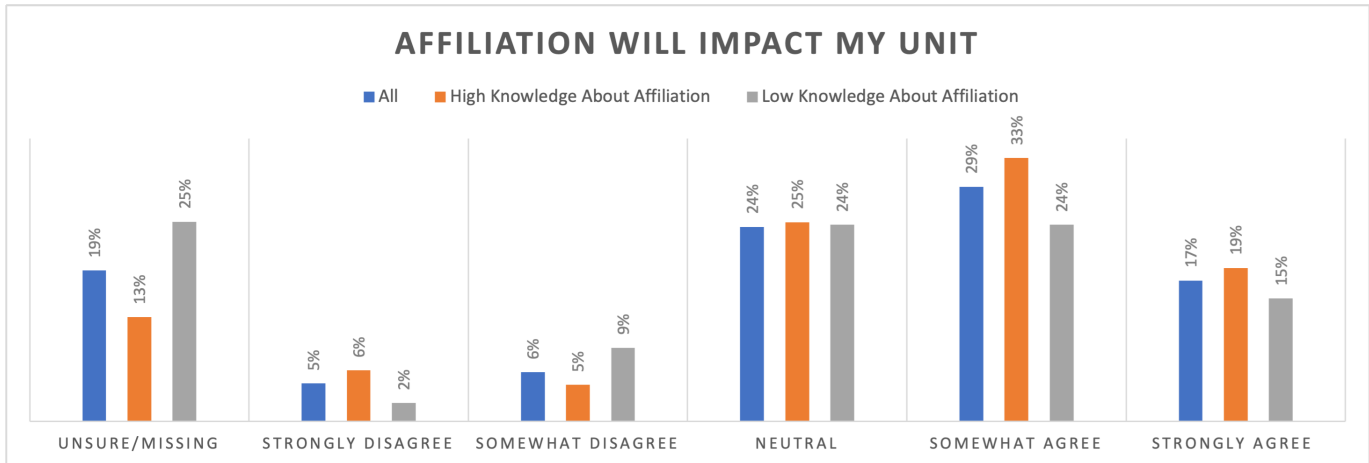
Overall sentiment regarding respondents' perspectives on the ways their unit will be impacted by the affiliation were assessed with the following question:

Based on my current understanding, I believe that the affiliation with the University of Phoenix will impact my unit.

Respondents generally agreed with the statement that the affiliation would impact their units: 46% somewhat or strongly agreed, 43 percent were unsure or neutral, and 11% either somewhat or strongly disagreed. This is especially true of faculty, 54% of identified faculty somewhat or strongly agree that their unit will be impacted by the affiliation. Of identified staff, 44% somewhat or strongly agree that their unit will be impacted, and 52% report being unsure or neutral about envisioned impacts on their units.



The majority of respondents with high self-reported knowledge about the affiliation were more likely to either somewhat or strongly agree that the affiliation would impact their unit (52%), with 36% reporting being unsure or neutral about potential impacts. Of respondents with low-reported knowledge about the affiliation, 39% agreed that there would be some impact on their unit, 14% disagreed that there would be any impact, and 49% reported as being unsure or neutral about potential impacts on their unit.



Qualitative Data

There were a vast number of responses indicating participant's sense of the impact of the affiliation on their unit. These were assessed with the following question:

I believe the University of Phoenix affiliation will impact my unit in the following ways:

Here we present the three most commonly expressed hopes and three most commonly expressed concerns.

The most common hope was the potential for access to improved technology and online course tools:

- I am hoping it improves our online resources.
- Improve our ability to offer online courses that are more interactive and improve the level resources we have for strategic investments.

The second and third most common hopes each had 23 responses. One was the sense that the affiliation would have a positive impact on revenue and resources:

- positive impact of new funding for curriculum, faculty and instructors
- Positively -- more financial resources and opportunities for students

The third was the perspective that the affiliation could increase enrollment and outreach opportunities:

Identified Themes:

Theme 1: Positive, general

- Theme 1a: Positive, technology/online resources/teaching*
- Theme 1b: Positive, other services/hopes*
- Theme 1c: Positive, revenue/resources*
- Theme 1d: Positive, shared knowledge/collaboration*
- Theme 1e: Positive, increased enrollment/outreach*
- Theme 1f: Positive, multiple aspects*
- Theme 1g: Positive, other*

Theme 2: Unclear responses given the question

Theme 3: Negative, general

- Theme 3a: Negative, quality/course offerings*
- Theme 3b: Negative, financial (university and individuals)*
- Theme 3c: Negative, reputation*
- Theme 3d: Negative, multiple factors*
- Theme 3e: Negative, increased workload/time demands*
- Theme 3f: Negative, decreased enrollment/difficulty recruiting*
- Theme 3g: Negative, replaced/lower salaries/pressures on faculty/faculty recruitment*
- Theme 3h: Negative, other*

Theme 4: Neutral/unclear tone

Theme 5: Not sure

Theme 6: No or minimal impact

Theme 7: Questions

- It may increase enrollment in online degree programs already in place and recruitment of U of Phoenix students to enroll in U of Idaho online degree programs
- feeder program for new students; allowing students to complete general requirements before moving to campus

Among the concerns expressed, the most popular themes included the risk of injury to UI's reputation:

- It lends our good reputation to a school that has earned its poor reputation through improper activities and subpar student support.
- the bad reputation of the University of Phoenix will negatively impact the imago of the UI as a land grant state institution [sic]

This was followed by an expression of concerns regarding workload and time demands of employees.

- Increased expectations regarding faculty workload, further bloating of administrative positions.
- By draining the time and attention of the president, provost and other top administrators, less attention has been paid to needs and concerns of colleges and departments. Going forward, the time to oversee the acquisition (note that the three trustees of Four Three Education are UI officials) will further divert their time and attention.

The third most common expressed concern was the potential impact for redundant programs.

- Duplication of services, not cost effective. I don't believe the two universities will operate individually long term.
- I fear this is a thinly veiled plot to increasingly farm out course instruction to even lower paid adjuncts and to increasingly offer all courses in a predominantly online/virtual format. This will impact my unit through the loss of dedicated, fairly paid, on-site colleagues with a reasonable teaching load and scholarship activity

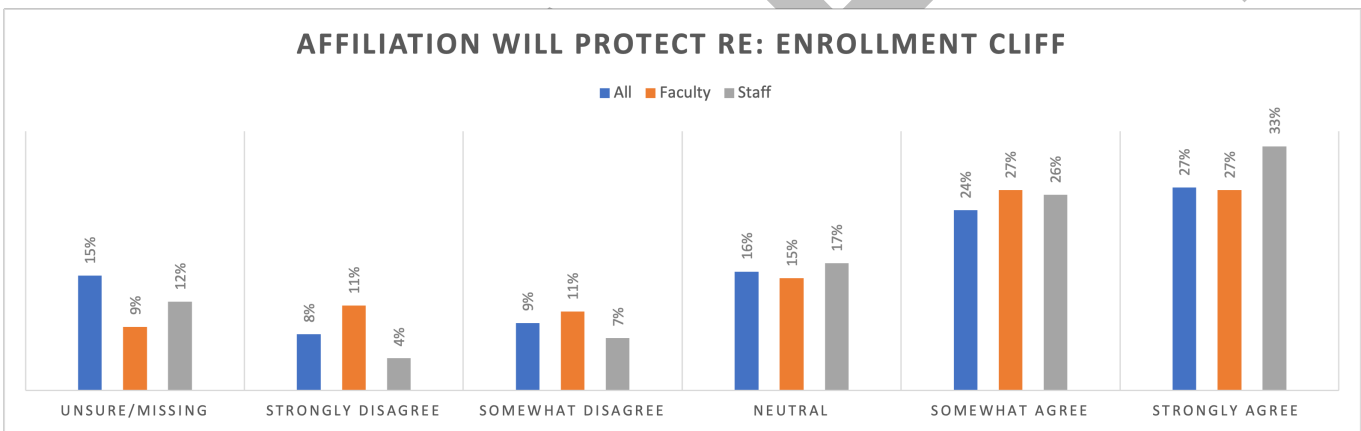
ENVISIONED IMPACT ON UNIVERSITY

ENROLLMENT CLIFF – QUANTITATIVE DATA

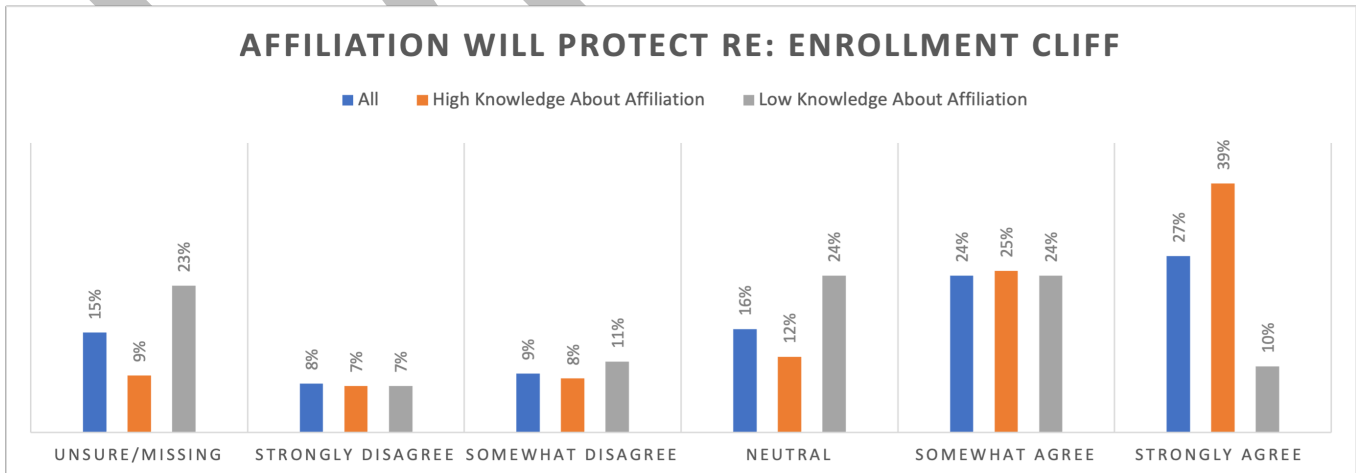
One of the common discussion points regarding the affiliation was the way it could protect the University of Idaho in the event of a predicted “enrollment cliff.” To assess the extent to which employees shared that perspective, we offered the following question:

The University of Idaho’s affiliation with the University of Phoenix will provide support for the University of Idaho as we approach the projected decreases in enrollment based on demographic shifts (i.e., the “enrollment cliff”).

The majority of respondents somewhat or strongly agreed that the affiliation will protect UI from the enrollment cliff (51%) than to not (17%), with 31% of respondents being unsure or neutral. Staff expressed greater agreement that the affiliation will protect UI from the enrollment cliff than faculty, with 59% of identified staff agreeing and 54 percent of identified faculty agreeing.



Respondents with high knowledge of the affiliation felt that it would protect UI from the enrollment cliff more than those with low knowledge (64% vs. 34%), but 47% of respondents with low-reported knowledge were either unsure or neutral if the affiliation would protect the UI from an enrollment cliff.



ENROLLMENT CLIFF – QUALITATIVE DATA

Nuanced details regarding respondent’s perspectives of employee involvement in the affiliation decision were assessed using fill in text boxes and the same question as above. Sixteen themes were identified and can be seen in the text box.

Among participants who responded “**strongly disagree**,” the two most common themes had the same number of responses. The first expresses a sense that the risks of affiliation are too high:

- Let the enrollment cliff happen. Partnering with a shady, for-profit school involved in recent lawsuits which involved students having their loans from them outright forgiven. It's a bad deal and liability.
- So we're buying a previously dysfunctional framework based upon getting student loan money from non-qualified borrowers, to run an actual university's online presense? [sic] This is lazy. Please hire staff to build and stop with the cost cutting

The second indicated a belief that there are other solutions to the enrollment cliff that come with lower risks:

- This is less of a risk for Idaho than places on the east coast. We are overresponding. Also, based on empirical data, moving to more hybrid classes seems like a better option. It's what students want.
- Green and UI officials have not been specific about when the U of I will reach "the cliff" and the potential impact on enrollment; UI officials have not described in details other strategies for maintaining a stable enrollment WITHOUT buying University of Phoenix. Specifically, what is/was our recruiting and retention strategy for 2025-2030, absent University of Phoenix's acquisition?

Among participants who responded “**somewhat disagree**,” the most common theme reflected a sense that the University of Phoenix is not a good choice for affiliation if the goal is to avoid negative effects of the enrollment cliff:

- How is UPhoenix immune from the cliff?
- Where's the evidence of this? how can a business that's failing provide financial support? especially if, technically, UofP is independent from UI?

The second most common theme is the perspective that, given the message that the affiliation is not supposed to impact UI, then it would also not protect us from the enrollment cliff:

Identified Themes:

- Theme 1: Fears about enrollment cliff are unjustified or overdone*
- Theme 2: Affiliation will lead to a decrease in enrollment*
- Theme 3: There are other solutions to consider*
- Theme 4: The affiliation comes with risks (financial and otherwise)*
- Theme 5: The University of Phoenix is not a good bet*
- Theme 6: The affiliation is not supposed to impact UI*
- Theme 7: Fear of the enrollment cliff is being used to justify this*
- Theme 8: It won't help*
- Theme 9: Need more information*
- Theme 10: It might help*
- Theme 11: It should/will help*
- Theme 12: There are other things we should focus on*
- Theme 13: Questions*
- Theme 14: Neutral Comments*
- Theme 15: This will expand our student base*
- Theme 16: Positive, other*

- There is such an emphasis on stating that the two institutions are separate, that I'm not sure it will help. If it is not a merger, how are we gaining any benefit from Phoenix's programs?
- It is not clear how this helps us cope with the enrollment cliff while we are two separate institutions.

Among participants who responded “**neutral,**” the only theme that had multiple respondents was the perspective that we need more information to assess this question:

- Don't feel like I've been given enough information to determine this. It's been presented as a "trust us" statement. I'd like to see some real, thorough, independent analysis.
- I'd like to see statistics backing up or contradicting this statement.

Among participants who responded “**somewhat agree,**” the theme with the most responses is the perspective that the affiliation might help in this circumstance:

- Possibly. At the very least, it's a logical assumption to make.
- It depends on what the partnership looks like and the outcomes.

The second most common response is the sense that we should focus on other aspects of UI to prepare for a potential enrollment cliff:

- I think the complement to enrollment cliff is a bonus; as the land grant university, we should ALREADY be strategizing about lifelong learning, workforce needs, etc
- I think UI is in a strong position regarding [sic] the supposed enrollment cliff. UI might be able to learn from distance learning techniques & tools UoPX employs to reach out to more non-traditional students.

Among participants who responded “**strongly agree,**” the most common theme expressed as the perspective that it should/would help:

- Any business leader understands diversification is the key to success.
- The affiliation is a fantastic diversification strategy for the University of Idaho.

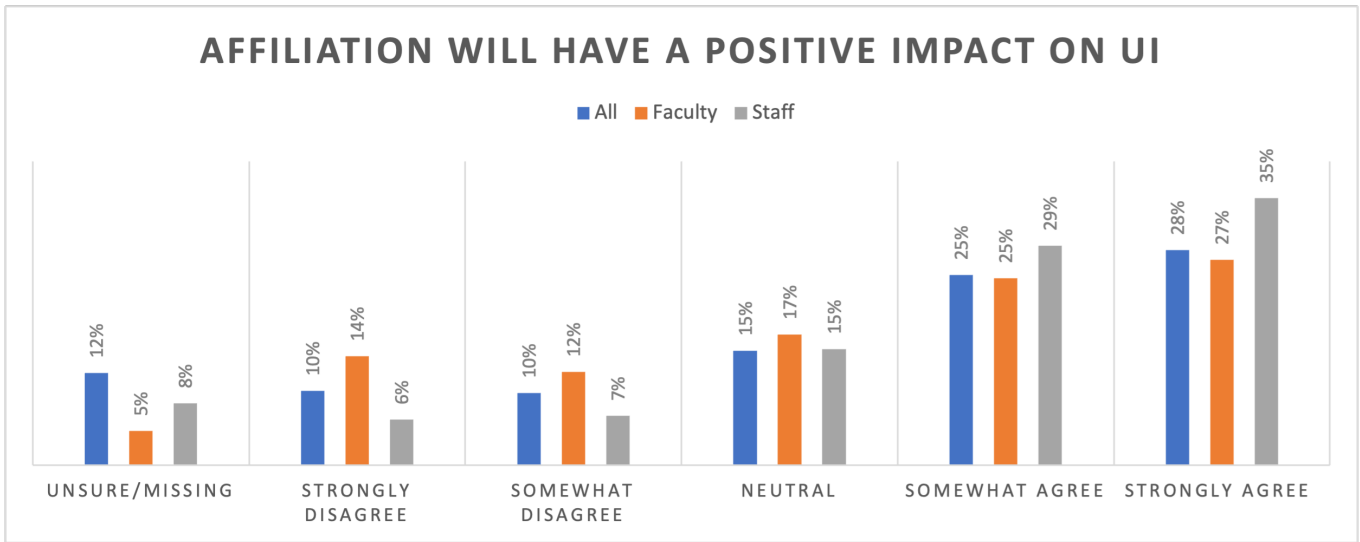
The second most common theme was the perspective that this would increase the student base:

- I've been saying for years that we need to break into the online learning market to reach new students.
- People need education that can be accessed while working full time to support themselves & their families

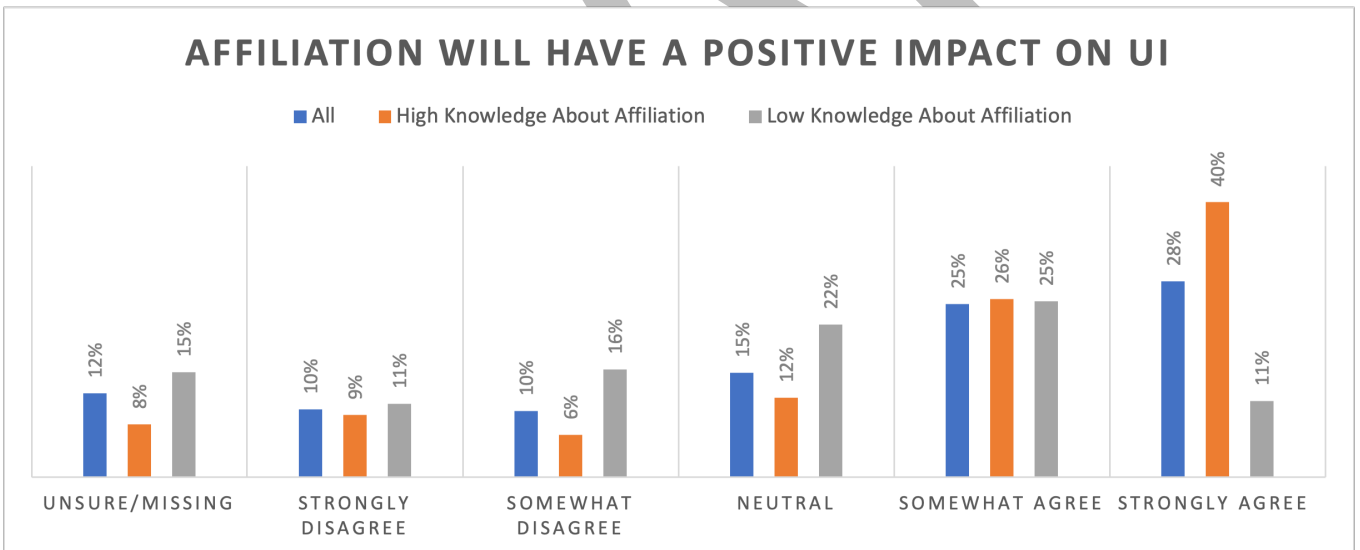
POSITIVE OR NEGATIVE IMPACT – QUANTITATIVE DATA

The majority of respondents generally agree that the affiliation will have a positive impact on UI (53% agree), and this is true across identified employee type. Of identified faculty, 52% agree that the

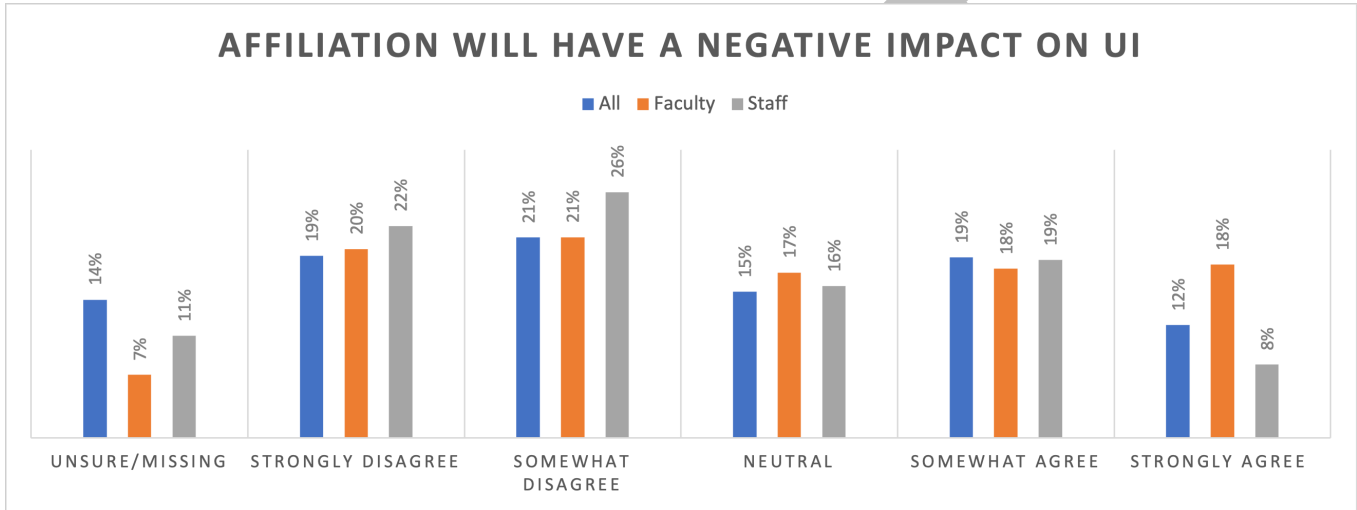
affiliation will have a positive impact on the UI, and 64% of identified staff agree that there will be a positive impact.



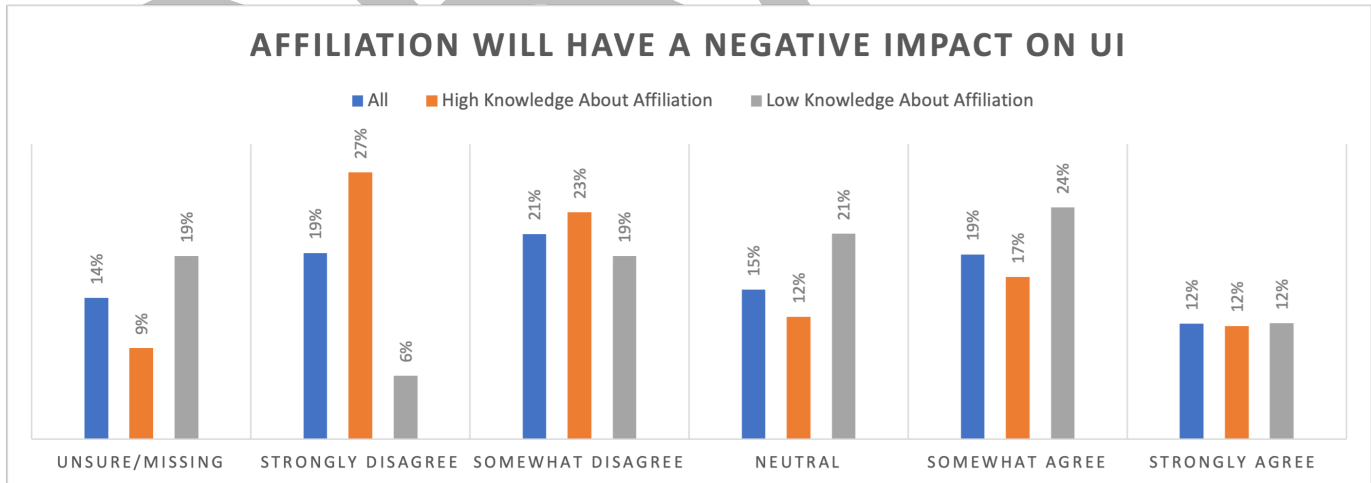
The majority of respondents with high self-reported levels of knowledge of the affiliation agree that the affiliation will have a positive impact on UI (66%), and while only 36% of employees with low self-reported levels of knowledge agree that the affiliation will have a positive impact on UI.



When asked if the affiliation will have a negative impact on UI, 31% of total respondents agreed with this statement, 40% disagreed with this statement, and 29% were either unsure or neutral. Across employee type, 27% of self-identified staff agreed that there would be a negative impact on UI, 48% disagreed, and 27% were either unsure or neutral. Of self-identified faculty, 33% agreed that the affiliation would negatively impact UI, 40% disagreed, and 29% were either unsure or neutral¹.



Of respondents with high levels of self-reported knowledge, 50% disagree that the affiliation will have a negative impact on UI, 29% agree that the affiliation will have a negative impact, and 21% report to be unsure or neutral. Of respondents with low self-reported knowledge, 25% disagree that the affiliation will have negative impacts on UI overall, 36% agree that the affiliation will have a negative impact on UI, and 40% report being unsure or neutral about potential negative impacts on UI.



¹ Note: people who did not disclose their employment status had lower levels of disagreement, which is why the overall employee percent is lower than either staff or faculty independently.

POSITIVE OR NEGATIVE IMPACT – QUALITATIVE DATA

To get a sense of the nuanced thinking on the impact of the affiliation on UI, we included opportunities to add qualitative data to the question:

Based on my current understanding, I believe the University of Idaho's affiliation with the University of Phoenix might have a positive impact on the University of Idaho.

Here, we identified 12 unique themes (see textbox). that varied based on the degree to which the respondent agreed with the question above. Below, we present the most common themes amongst each group of respondents.

Amongst participants who responded “**strongly disagree**,” the most common theme included statements that suggested that the affiliation will harm the University of Idaho's reputation.

- The affiliation will likely damage the university's reputation.
- University of Phoenix has a terrible reputation. There is no reason why we should align ourselves with their awful reputation.

Next, the second most common theme focused on the potential financial risks to the University of Idaho.

- I have no doubt that overall it will be a financial suck.... because of lawsuits from people who have gotten or will get screwed over by Phoenix.
- I believe we will end up burdened by the ongoing lawsuits and consumer protection class action lawsuits against the University of Phoenix.

Amongst participants who “**somewhat disagree**” that the affiliation might have a positive impact on the University of Idaho, the most common theme, again, pointed to perceived reputational effects.

- University of Phoenix has a terrible reputation, it will only soil our reputation.
- I think it will hurt UI's reputation.

The second most common concern within the group of “**somewhat disagree**” was that the benefits of the affiliation are unclear.

- Communication on the impacts are vague at best. Everything is about what ‘it's not’ or ‘myths’.
- Perhaps this affiliation between UI and UoP could come out good for UI, but in the absence of any definitive plan or even broad vision for what to do with UoP, it is impossible to answer this

12 Identified Themes:

Theme 1: The affiliation affects U of I's reputation negatively

Theme 2: The affiliation poses financial risks for U of I

Theme 3: The affiliation will reduce quality of education at U of I

Theme 4: The affiliation has no tangible benefits.

Theme 5: Unclear affiliation-effects / it depends on future decisions.

Theme 6: There are benefits and drawbacks to the affiliation.

Theme 6a: The benefits and drawbacks are roughly equal

Theme 6b: The benefits likely outweigh the drawbacks

Theme 7: There are potential benefits for units on campus.

Theme 8 There are potential benefits for U of I.

Theme 8a: Financial Benefits

Theme 8b: General Benefits

Theme 9: The affiliation allows U of I to adapt to a changing higher ed landscape.

Theme 10: The affiliation will allow U of I to reach different student populations.

Theme 11: I trust President Green/the administration

Theme 12: Unclear responses given the question prompt

question. The promises I have seen remind me of those who try to recruit people to multi-level marketing schemes with lots of vague promises and little in the way of facts.

Focusing on subjects who answered “**neutral**”, the most common expressed concern was that the effects of the affiliation will ultimately depend on decision to be made in the future. These sentiments are captured in the following statements.

- Depends on how we manage it, but I'm not seeing a lot of details about how we plan to manage it.
- Right now, the only positive thing I see is the direct fiscal payout benefit. The other benefits are completely unclear without knowing the plan for integration of the two universities.

Among respondents who “**somewhat agreed**” that the affiliation might have a positive impact on the University of Idaho, the most commonly expressed considerations are the financial benefits to the university and the idea that the affiliation would allow U of I to adapt to a changing landscape in higher education.

- I can see that there might be some financial benefits. If it brings in revenue
- Additional revenue streams if invested in things besides students will likely bring future benefits.
- Higher ed is changing, and has been for decades. This may be a good opportunity to actively adapt.
- The future is online and they have great tools and knowledge to share with U of I

Lastly, respondents who “**strongly agreed**” that the affiliation will have positive effects on the University of Idaho primarily emphasized the idea that the agreement would help our institution to reach different student populations.

- It'll have a great impact in elevating our name and providing greater opportunities for distance learners. It's a highly strategic move in order to situate ourselves in light of the coming demographic crises. We see universities closing all across the country and deep cuts getting implemented, particularly in the fine arts, humanities, and social sciences. The affiliation is the key to survival.
- They do a much better job appealing to non traditional students. UI has natural barriers to improving on that. The affiliation works well as a complement.

To continue our analysis of the nuanced thinking on the impact of the affiliation on UI, we further included opportunities to add qualitative data to the question:

Based on my current understanding, I believe the University of Idaho's affiliation with the University of Phoenix might have a negative impact on the University of Idaho.

Here, we identified 12 unique themes (see textbox). that varied based on the degree to which the respondent agreed with the question above. Below, we present the most common themes amongst each group of respondents.

Amongst participants who responded “**strongly disagree**,” there were only five responses. In general, they reflect support for the affiliation broadly speaking:

- The President has been business sense and I think that they have taken a caution and thoughtful approach to this opportunity.
- Risks have been addressed through the due diligence process. The greater risk is to not change.

Amongst participants who responded “**somewhat disagree**,” the most common theme was the perspective that it's just not possible to really know what impact the affiliation will have on the University of Idaho:

- Hard to predict the future but on net it seems likely to have a positive impact.
- Nothing's guaranteed, you know?

The second most popular response reflected concerns about the impact of the affiliation on the reputation of the University of Idaho:

- There are reputational risks, but I think if executed well those risks will not have an impact on the UI's standing. I do also wonder if the affiliation will have any impact on our mission to achieve R1 Status.
- Unsure of how the former reputation of Phoenix might affect UofI, but in general this seems like a good affiliation

Amongst participants who responded “**neutral**,” the most common theme indicated a sense that participants needed more information to have a firm opinion:

- I don't know enough to make this assumption

12 Identified Themes:

- Theme 1: The affiliation affects U of I's reputation negatively*
- Theme 2: The affiliation poses financial risks for U of I*
- Theme 3: The affiliation will reduce quality of education at U of I*
- Theme 4: The affiliation has no tangible benefits.*
- Theme 5: Unclear affiliation-effects / it depends on future decisions.*
- Theme 6: There are benefits and drawbacks to the affiliation.*
 - Theme 6a: The benefits and drawbacks are roughly equal*
 - Theme 6b: The benefits likely outweigh the drawbacks*
- Theme 7: There are potential benefits for units on campus.*
- Theme 8: There are potential benefits for U of I.*
 - Theme 8a: Financial Benefits*
 - Theme 8b: General Benefits*
- Theme 9: The affiliation allows U of I to adapt to a changing higher ed landscape.*
- Theme 10: The affiliation will allow U of I to reach different student populations.*
- Theme 11: I trust President Green/the administration*
- Theme 12: Unclear responses given the question prompt*

- who knows yet

The second most common theme indicated concerns about the potentially negative impacts of the affiliation on UI:

- This is a possibility. See previous answer re the University of Phoenix's reputation. It may be the most well known "brand", but many people who know it don't see it in a positive light. U of I could suffer because of that.
- There is ongoing discussion about whether UI will be "on the hook" financially for past UOP issues, so that is a concern. Also concerned that UI might benefit from an enrollment and fiscal perspective but that the funds from those increases does not get passed on to the people and programs who are actually teaching the courses and are expected to do more with less.

Among participants who responded **“somewhat agree,”** the most frequently expressed theme was a sense that the University of Phoenix’ reputation will hurt the University of Idaho

- U Phoenix has a reputation for sponsoring some courses that are of questionable academic standards and some course authors who are not very academically qualified
- It has a history of exploiting students. How deeply is this practice embedded in the institution's core? How will the nonprofit organized to oversee/run it, be held accountable? How much of a distraction to UI leadership will this purchase present, the UI has many pressing issues that need attention and commitment?

The second most frequently expressed theme was a sense that there will be other negative impacts on UI:

- I think its going to lead to more students not having any real connection to UI or Moscow and its going to lead to more in person classes and staff being replaced for cheaper online alternatives leading to decreased enrollment, detriment to the campus community, leaving UI an artificial facade of an institution.
- What will happen to those faculty members who teach similar material online? It could be a brutal but black-and-white cost saving measure to eliminate positions from U of I

Finally, amongst participants who responded **“strongly agree,”** the most commonly mentioned concern was the harm the University of Phoenix’s reputation would cause to UI:

- University of Phoenix has a poor reputation for its predatory recruiting and admissions practices, especially for active-duty military, veterans, persons of diverse backgrounds and women. To say that the offenses happened in the past under different management does not recognize that many U of Phoenix administrators pre-2020 remain with the company.
- I believe it will destroy the university's reputation [sic] to be affiliated [sic] with a previously for profit institution with an lengthy track record of inappropriate actions.

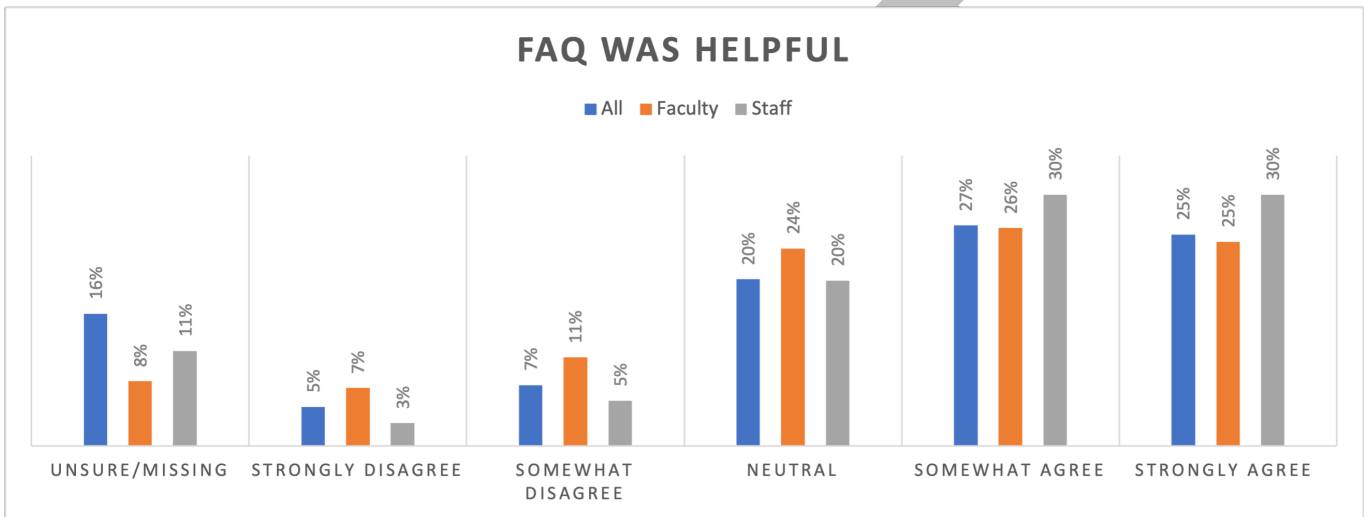
The second most common theme indicates a perspective that the affiliation will cause economic harm to the University of Idaho:

- The possibility that this deal could be financially ruinous--even if remote--should be enough to prevent us from pursuing this deal.
- I don't understand how we are protected from the financial risk and the numbers (which change frequently) don't add up for me. Hundreds of millions of outlay for 10 million in revenue per year just doesn't make sense to me.

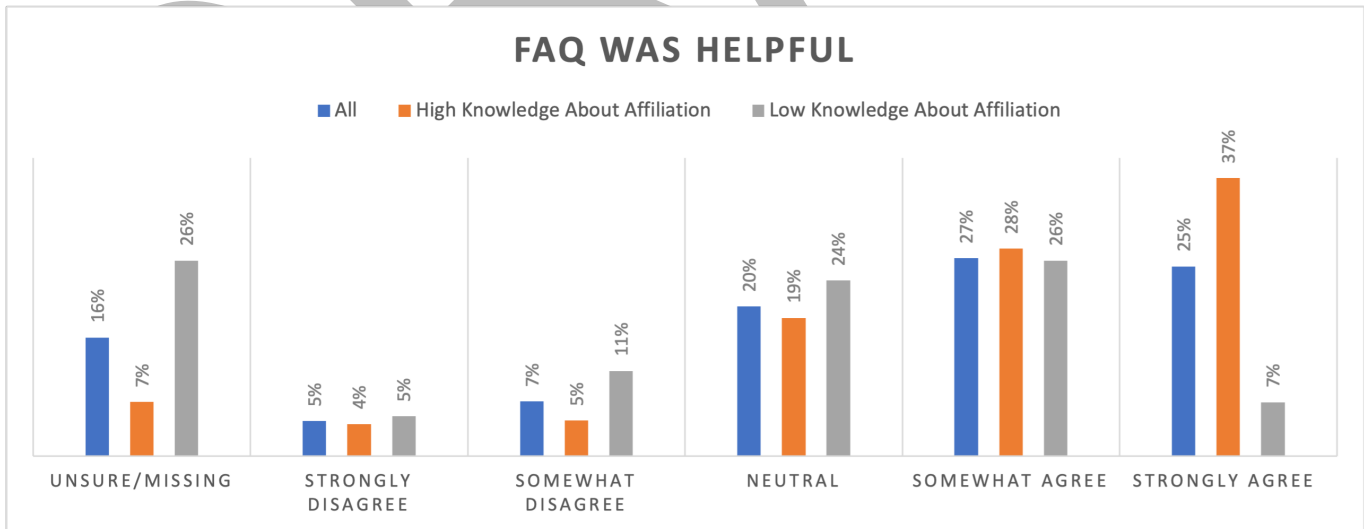
DRAFT

FAQ FEEDBACK

In general, respondents found the FAQ published by UI Administration helpful: 52% of employees somewhat or strongly agreed that FAQ was helpful, 12% disagreed, and 36% responded as unsure or neutral. Among identified staff, 60% agreed that the FAQ was helpful, 8% disagreed that the FAQ was helpful, and 31% responded as either unsure or neutral. Among identified faculty, 51% agreed the FAQ was helpful, 18% disagreed, and 32% responded as unsure or neutral.



Across self-reported knowledge levels, responses regarding how helpful the FAQ was were mixed. Respondents with high self-reported knowledge generally agreed that the FAQ was helpful in understanding the affiliation agreement (65%), 9% disagreed, and 26% reported to be neutral or unsure. However, 50% of respondents with self-reported low levels of knowledge indicated they were unsure or neutral about the FAQ, 33% agreed the FAQ was helpful, and 16% disagreed the FAQ was helpful in their understanding of the affiliation.



QUESTIONS

The list of questions posed by employees is long, and only some of this qualitative data is thus coded. However, there were some common themes that emerged:

- Respondents are interested in knowing exactly how the predicted increased revenue will be allocated/used
 - Financial data regarding how the payments from University of Phoenix and/or dividends from the business venture will be allocated to different areas of campus
 - Will it enable the university to provide salary raises that at a minimum keep up with cost of living. As it hasn't been the situation for many years
 - It may still be early, but it would be great to hear from U of I leadership about investment plans for the funds from University of Phoenix agreement. It is a very exciting opportunity for the University.
 - I would like to know how the many millions of anticipated revenue will be used to improve employee salaries. If compensation is not commensurate with the local cost of living, we cannot hope to sustain the world-class education that UofI professes to uphold. Let us not forget about the people while in pursuit of profits.
- Respondents are interested in specific conversations about the potential impact on their respective units.
 - Its potential effects on my unit, pro and con.
 - Perhaps insight from the Provost regarding how [my college] will/could benefit from UoP. How we as a school may help promote UoP and explore integration with their students -if any.
 - Detailed explanations of the impact per unit
 - More directly relevant information provided to units and a chance for specific departments to engage in a question and answer format.
- Respondents also seek knowledge regarding a timeline for the process:
 - When do we start? This is exciting. This is an amazing opportunity. When do we start!
- Respondents express concern and a need for more information regarding the future of duplicated programs:
 - Be very explicit about duplicated programs. What might happen to those?
- Respondents also seek greater clarification and information regarding the potential financial risk and liability to UI.
 - Clarification of the party fiscally responsible for any deficits. Pres. Green continually states that UI does not own UOPX- but clearly UI bears financial responsibility if the venture fails. So the loophole of saying UI "isn't the purchaser" or "doesn't own it"

- becomes irrelevant. Regardless of the legal status, if UI bears fiscal responsibility for possible debts, the official designation is moot. What matters is the financial bottom line.
- I don't believe that we have received an honest disclosure of future plans for how the two [sic] entities will interact. Also, *when* the U of I becomes liable for UOPX's court settlements, I am concerned that support programs like mine will be cut.

SUGGESTIONS FOR FUTURE COMMUNICATION

Respondents also offered several suggestions for how future communication could be improved and/or approached.

Three of the most common themes/requests included:

- **Unit-level discussions with or without the provost or unit-specific information.**
 - Make communications personal to each unit/college/department.
 - Meeting between provost Lawrence and [my unit] faculty at a future faculty meeting
- **Communication with greater levels of specific detail.**
 - More clear communication and more details
 - Details that would help understand the implications.

Approved at Mtg #22
Feb. 20, 2024

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 21

Tuesday, February 13, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Maas, McKenna, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Rode, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Strickland, Tibbals.

Absent: Miller

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #20, February 6, 2024, were approved as distributed.

Chair's Report:

- Admission criteria: a proposal is forthcoming and will go through the appropriate process as mandated by FSH 4120 for permanent catalog changes. We are asked by the State Board to deliver a senate-approved proposal before the end of the month, if possible, thus, the timeline is tight. A meeting about admission standards in the state will take place in Boise on February 27.
- The Artificial Intelligence plus Machine Learning, AI+ML Exhibition will be in the Reflections Gallery, in the ISUB building, from Monday April 1st to Saturday April 13. The exhibition covers a selection of current AI projects from faculty and students at the U of I. There will be around 20 posters and interactive media on several monitors. The list of topics includes image analysis, computer vision with ML, generative AI, expertise and assessment, Chat GPT tutorials, animation with diffusion and machine learning, text to 3D scene. Please let your units know that they can submit via email to vtd@uidaho.edu. The deadline 03/17/2024.

Discussion:

A senator asked for clarification about the February 27th meeting. Who is attending this meeting? Do we know what kind of proposal is forthcoming? When will we see that proposal?
Chair Gauthier's response: The meeting in Boise is a meeting of the board to decide what would work for a U of I, Boise State University and other institutions. So, it's not a decision meeting. It's more like a collegial discussion. Provost Lawrence: all 8 institutions should present admissions criteria by which they can be admitted through the state's direct admission letters. We must get those criteria to them rather soon, which is why we are under some pressure. Of course, this must tie into our new admissions criteria in the catalog, should we change them. We are gathering all the relevant information, so we can have a more informed conversation about the various options. Going into the ISAT test, some people feel very strongly that it's a great indicator of college success, but we need more information and ISAT data. So, we're still assembling all the pieces. And then, we can bring proposed admission standards forward through the process that Jean-Marc mentioned. If we decide on a change, it will be a permanent catalog change to be pursued by the processes outlined in FSH.

A senator argued that UCC has jurisdiction over the admission standards, but UCC has heard nothing about this. And if there's a proposal to change permanently our admission standards, it's not happening, and shouldn't happen, by next week. It should maybe happen a year from now, unless you just really want to short circuit the faculty governance process and rush something through without us being able to consider it. That's totally unfair and it's not following the process. If there's some other emergency, then it's understandable. Provost Lawrence's response: Our plan is to follow the process and go to UCC first. Senator: So, we're trying to have a proposal to discuss in a week. UCC should do a thorough reading and discuss it and then make a recommendation to bring to this body. Chair Gauthier: We were hoping to have all elements by this week. Senator: I don't see how it can be implemented this coming academic year. There's no way to go through a fair process. The Secretary noted that, while going through UCC is important and it's what we will do, FSH 1520 Constitution of the University Faculty gives to the faculty the responsibility to establish admission standards.

Question from another senator: What is the best way to deliver comments from constituents about admission standards? Should we bring them to senate or send them to the leadership?

Chair Gauthier's response: Please keep FSL in the loop about any feedback you receive.

Provost's Report:

- Three-minute Thesis Competitions. This is a statewide competition where our students give a three-minute presentation on their research. UI students received first place, second place, and third place. One of our very own, Abbey Rode, who is our GPSA representative at senate, won first place. She will go on to the regional competition as our state representative. Congratulations, Abbey!
- The next faculty gathering is two weeks, Tuesday, February 27th. It will be at the ICCU Arena in the alumni room, hosted by the College of Graduate Studies, and Dean Jerry McMurtry. Please spread the word.
- NWCCU, the U of I's accreditor, agreed with our assertion that the affiliation with the University of Phoenix is not a substantive change and requires no approval or further action by the commission. See today's memo from President Green.

Committee Reports (voting):

- **Proposed changes to the University Catalog**
 - UCC 537 Bioethics Undergraduate Certificate – Aleta Quinn, Department of Politics and Philosophy.
The certificate has the purpose of demonstrating competence with conceptual issues and scientific reasoning and also ethical issues that arise and scientific practice specifically with respect to the life sciences.
No questions.
Vote: 21/21 yes. Motion passes.
- **Proposed Changes to the Administrative Procedures Manual (non-voting):**
 - APM 50.35 Compensation Guidelines for Exempt Employees (Deletion) – Ashley Rodriguez, Senior HR Business Partner, Human Resources.

We are proposing to delete this APM, because the information contained in this item is now maintained on the Human Resources website.
No questions.

Announcements and Communications:

- Information on First Aid Training and Stations on Campus – Beau Babcock, Occupational Safety Technician.

Beau is an occupational safety specialist with Environmental Health and Safety (EHS). He talked about safety resources at the university. For more information, visit <https://www.uidaho.edu/dfa/division-operations/ehs>. There, one can find detailed description of [first aid](#).

Reach out to Beau at safety@uidaho.edu for any questions on high-quality first aid kits. First aid kits are a departmental responsibility to purchase and upkeep.

EHS also manages the Automatic External Defibrillator (AED) program as an integral part of the university's commitment to safety. They maintain a Moscow [AED map](#) and list. We have approximately 80 AED in total and probably about 70 on the main campus. We do have quite a few on our extensions as well.

For information on all safety training, follow the link to <https://www.uidaho.edu/dfa/division-operations/ehs/safety-training>

Beau is the only instructor now. He tries to offer at least one CPR class per month. Just email Beau or follow the links. He can help you sign up and register for the class or arrange for a special class just for your group.

Discussion:

Senators made very useful suggestions, such as including the floor number on the maps, which would facilitate locating the first aid kit or the AED.

Senator: Is it possible to take a refresher course in First Aid? Beau: Unfortunately upon further discussion with leadership EHS cannot offer CPR training to those who do not need the CPR certification. EHS needs a department index number before you can register for CPR training. If you do not need a CPR card, you can just sit in the class. Since we have a limit of 8 people per class, priority is given to those who need a CPR card, but you can join the next class. The same applies to cases when the department cannot pay for the class.

Senator: The 911 operator asks for the precise location of the emergency. Most of us know building names but not street addresses. Will this cause a delay in the emergency response? Beau suggested giving the 911 operator as much information as possible on the location, although they should be able to identify the building's location from its name. A senator suggested placing the building postal address on the AED device, which was received as a great suggestion.

- First Gen Forward Designation – Brooke Blevins, Dean, College of Education, Health and Human Sciences

The number of first generation (First Gen) students continues to increase on our campus (currently, about 50% of our students are First Gen). To help us think more comprehensively about how we serve First Gen. Students, we have begun an initiative to be part of the First Gen Scholars Network, which is part of NASPA and comes from the Center for First Generation Student Success. Alongside Dean Kahler, Jenny LeBeau, the Office of the Dean of Students, our Center for Multicultural Affairs, our Center for Disabilities Access Resources, and several other

institutional partners, the College of Education, Health, and Human Sciences is embarking on submitting a proposal to have us recognized as part of the First Gen Scholars Network. They hope to find a faculty member who would partner with us in the initial proposal stage, which is a data gathering phase. They want to make sure they have faculty representation.

Some of the benefits: it's free of charge for us. The institution must be a member of NASPA and celebrate First Gen Students' Day, both of which requirements we already meet.

This is a free opportunity to network with other institutions serving First Gen students in our State. BSU is a member of this network, and so is LCSC. As a member of this network, BSU is a step ahead of us. We shouldn't be left behind in the state of Idaho. As we're thinking about how we improve graduation and retention rates, this is going to play a pivotal role in how we can better serve our First Gen Students.

We'll receive public identification as a member of the network; we will be listed on the Center's website and will connect with a team of folks who are heavily involved in research and practice around first generation student success; we will have the opportunity to participate in professional development; We'll be able to work together to craft institutional mission and vision, particularly around First Gen student success.

We will set goals and monitor progress. They are gathering data and planning how to best analyze it.

Discussion:

There was a reminder that a faculty member who's had the experience of being a First Gen Student is preferable.

- Slate Presentation – Dean Kahler, Vice Provost Strategic Enrollment Management and Brenda White, Slate Strategy Director

Slate is a tool to communicate with prospective graduate and undergraduate students and is useful in many more applications. Our contract with VandalStar is about to expire. Slate is already available and would replace Vandal Star, which costs us \$159K per year. It has not yet been discontinued; we want the faculty to participate in this dialogue. Functions that we can easily move from Vandal Star, to mention a few, are appointment scheduling, setting flags and reporting capabilities.

Discussion:

The Secretary said that this may be a welcome change, since many faculty have been unhappy with VandalStar, to her knowledge.

What features are improved by Slate over Vandal Star? Response: Besides the saving aspect, Slate is flexible and customizable. Vandal Star is very limited and is not a communication tool.

With Slate, users can build portals.

A senator agreed that Vandal Star was not everyone's favorite. However, when we make a change, we must learn a new system, which will also present problems.

There are no additional software costs.

Are there any other costs? Response: There will be training costs and such. Slate may even eliminate the need for other software.

Some senators remained concerned about another switch. Chair Gauthier noted that a huge number of people use Slate, so we can easily get feedback about the system. Vice Provost Dean Kahler confirmed that this is currently the most popular tool. Most important, it's customizable, meaning that users can change what they don't like into something that fits their needs.

New Business:

None.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:30pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #21

Tuesday, February 13, 2024 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #21 February 6, 2024 **Attach. #1**
- III. Chair’s Report
- IV. Provost’s Report
- V. Committee Reports
 - Proposed changes to the University Catalog (voting)
 - UCC 537 Bioethics Undergraduate Certificate – Aleta Quinn, Department of Politics and Philosophy **Attach. #2**
 - Proposed changes to the Administrative Procedures Manual (non-voting)
 - APM 50.35 Compensation Guidelines for Exempt Employees (Deletion) – Ashley Rodriguez, Senior HR Business Partner, Human Resources **Attach. #3**
- VI. Announcements and Communications
 - Information on First Aid Training and Stations on Campus – Beau Babcock, Occupational Safety Technician
 - First Gen Forward Designation – Brooke Blevins, Dean, College of Education, Health and Human Sciences
 - Slate Presentation – Dean Kahler, Vice Provost Strategic Enrollment Management and Brenda White, Slate Strategy Director
- VII. New Business
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #21 February 6, 2024
- **Attach. #2** UCC 537
- **Attach. #3** APM 50.35

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 20

Tuesday, February 6, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, McKenna, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rinker, Rode, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Tibbals.

Absent: Strickland (excused), Maas (excused), Rode, Mischel

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #19, January 30, 2024, were approved as distributed.

Chair's Report:

I would like to share a few notes about admissions. As we all know, the criteria for admissions are the prerogative of the faculty. The State Board of Education plans to draft a proposal. U of I and BSU are on the so called "list of 8." Our task is to make recommendations about admission criteria by the end of February, a tight timeline. This is an important item of the Faculty Senate Spring agenda. We will reach out to the admissions committee.

To provide a brief history, since Covid, we have operated under an emergency action, by which direct admission is based on a GPA of 2.6 and ACT/SAT are not required. This needs to be revised. We can change the GPA threshold or leave it as is. We can change the admission criteria by requiring both GPA and SAT/ACT, or GPA and ISAT.

From what I heard at the meeting with SBOE, this is a summary of the advantages and disadvantages of each criteria.

- Regarding GPA, it is the most consistent metric, and many agree that it's the best indicator of future student success. GPA is not reported consistently by all schools in the state, making it less rigorous.
- Regarding SAT, some universities have dropped the requirements for standardized exams.
- Regarding ISAT, ISAT is specific to Idaho and not possible for out of state students who cannot take ISAT and who may take the SAT/ACT.

One option is to keep admission standards as they have been since the emergency action – GPA only – and possibly adjust the threshold. If an applicant has a lower GPA, we could require a combined GPA and SAT and additional material. Please send your feedback and questions (e.g. how do you want to proceed? Shall we come up with a proposal next week? Others?)

Discussion:

A senator clarified that the authority to make matriculation decisions is with UCC, not the admission committee. Chair Gauthier agrees but argues that input from the admission committee is helpful. Another senator proposes keeping ACT/SAT scores optional, but using them when needed, for instance, in scholarship decisions.

An internal study on SAT scores was done at Dartmouth, where SAT is now reinstated, and reported in the New York Times, "*A Top College Reinstates the SAT*" (nytimes.com). A senator gave a brief summary. They analyzed their SAT numbers in relation to admissions and compared to the status when they did not have SAT scores due to COVID. They found that, because of the way they process SAT scores, not requiring the SAT actually puts underserved student populations at a disadvantage. The key point is how they use the SAT information – they compare SAT scores to the overall SAT

performance in their local schools, as opposed to a global average. The senator suggests searching for this data (where SAT scores are localized to specific schools). Do we use such data in admissions? Does the situation described in the article bare any resemblance to our admission process? Chair Gauthier thinks this is an interesting point to explore.

Vice Chair Kristin recalled that last week, Dean Kahler said that, from the analysis done here, specific to our university, they did not see a clear impact of SAT on U of I students in terms of retention. It was also emphasized that the New York Times article is about admissions, not retention.

A senator asked whether dropping the SAT requirement would in some way negatively impact our targeted intervention and retention strategies. We have many offices on campus whose job and mission are to make sure that struggling students are identified early and provide the necessary resources. Perhaps the SAT could provide an additional piece of information that could be helpful for early identification. Chair Gauthier said that he asked the same question at the SBOE meeting. Using SAT scores in this way seems to be part of the direction they want to go.

Referring to the article mentioned earlier, Provost Lawrence agreed with a previous comment that the article is about admissions, not retention, whereas our conversation with Dean Kahler was about retention. In relation to the Dartmouth case, we should ask ourselves whether we are bringing in students who do not have a high probability of success, which can be measured with retention data – but it’s still an admission decision, and their institution uses a much more selective process.

The Provost brought up the ISAT (Idaho Standards Achievement Test), now required in the state. ISAT is new and measures different parameters. Having no experience with this tool, we need to be sure we use it correctly and understand the meaning of the outcome scores. Furthermore, it’s only for Idaho students, which adds another level of complexity to the process for out of state students. Other senators echoed the Provost’s point regarding the New York Times article.

Provost’s Report:

- University Excellence Awards. Deadline for nomination: Friday, February 9.
<https://www.uidaho.edu/governance/faculty-staff/>
- There is significant delay with the federal government reporting FAFSA information, which is seriously impacting our financial aid process, especially problematic for new students. This delay is going to change our recruiting landscape for the next 6 to 9 months. Our Financial Aid Office is working to serve students in new ways.
Discussion: None.

Committee Reports (voting):

- **Proposed changes to the University Catalog**
 - UCC 518 Semiconductor Design Undergraduate Certificate – Feng Li, Electrical & Computer Engineering, Attach. #2.
The certificate in semiconductor design is designed to provide undergraduate students with specialized knowledge and skills in the field of semiconductor design. This certificate program is intended to prepare students for careers in the semiconductor design industry or related fields, as well as future graduate studies in the field of semiconductor design. The departments currently offer these proposed courses required for the semiconductor design certificate, and these courses already have the required materials needed for the certification.
Vote: 20/20 yes. Motion passes.
 - UCC 503 Advanced Microelectronics Fabrication Graduate Academic Certificate – Feng Li, Electrical and Computer Engineering Attach. #3.

The certificate in advanced microelectronics fabrication is designed to provide graduate students with specialized knowledge and skills in it. This certificate program is intended to prepare students for careers in the advanced microelectronics fabrication industry or related fields, as well as future graduate studies in the field of advanced microelectronics fabrication. The departments currently offer these proposed courses required for the advanced microelectronics fabrication certificate, and these courses already have the required materials needed for the certification.

In response to a question about the delivery mode, Feng Li said that several options are available, depending on the class.

Vote: 19/19 yes. Motion passes.

- UCC 524 High-Speed Circuits and Systems Graduate Academic Certificate – Ata Zadehgo, Electrical and Computer Engineering Attach. #4.

The high-speed circuits and systems certificate is tailored to equip graduate students with the expertise needed to apply signal/power integrity and electromagnetic compatibility engineering principles to high-speed circuits and systems. This program aims to prime students for careers in the high-speed circuits and systems sector or analogous domains, as well as further graduate studies in high-speed circuits and systems. The department is already offering the stipulated courses for the high-speed circuits and systems certificate, and these courses are equipped with the necessary materials for certification.

Vote: 20/20 yes. Motion passes.

- UCC 546 Biomedical Engineering Undergraduate Certificate – Nathan Schiele, Chemical and Biological Engineering Attach. #5

Biomedical engineering professions are rapidly growing, and there is a critical need to train the next generation of biomedical engineers. Undergraduate student interest in biomedical engineering is high with an average of 70% of incoming biological engineering undergraduate students expressing interest in biomedical engineering and/or medical professions. No curricular changes nor additional teaching load is being proposed for this certificate. This 12-credit Biomedical Engineering Certificate is developed based on the courses already routinely offered in the BE program, College of Engineering and across campus. Assessments will occur as part of the BE program's annual review and University accreditation.

Vote: 20/20 yes. Motion passes.

- UCC 527 Cybersecurity PhD – Terence Soule, Department Chair, Computer Science Attach. #6

There is a major unmet need for cybersecurity professionals. These professionals help businesses protect their assets from cyber criminals. Untrained individuals spend more time and effort, and therefore more corporate resources, developing less than ideal solutions. A trained cybersecurity professional will be able to get the work done with less effort and fewer resources. Furthermore, our economy and critical infrastructures are today very dependent on digital and computer-based systems. Adequately protecting such systems is of paramount and essential importance, and a likely prerequisite for a healthy economy in the State of Idaho and the Nation. As noted above additional faculty and IT support will be needed to manage the added workload, particularly as it applies to increased graduate student mentoring, increased research, and the concurrent need for additional IT support for cybersecurity labs.

Vote: 20/21 yes; 1/21 no. Motion passes.

- **Changes to the Administrative Procedures Manual (non-voting):**

- APM 45.08 Cost Sharing (“Match”) on Sponsored Projects – Sarah Martonick, Director, Office of Sponsored Programs.
No presenter available.

Announcements and Communications:

- Computing Resources Available for Research – Luke Sheneman, Director, Northwest Knowledge Network, Institute for Interdisciplinary Data Science, Joe Leister, HPC Systems Administrator, Institute for Interdisciplinary Data Science.

Luke explained how their team help enable and support research. He introduced the Collaborative Computing Center (C3+3), a statewide collaboration of the Idaho Universities and the Idaho National Laboratory (INL) to develop a regional educational and research system within the framework of statewide high-performance computing (HPC).

The core of the presentation was about the impressive features and capabilities of the Falcon supercomputer. They are recruiting users and offer Falcon workshops. For more information, visit <https://www.c3plus3.org>

The slides of the presentation can be downloaded from:

<https://www.northwestknowledge.net/cloud/index.php/s/glZ6m5z2asiSAqE>

Discussion:

It was suggested to advertise the workshops broadly. This incredible computing power can be a helpful recruiting tool for hiring.

In response to questions, Luke explained how to request a Falcon account. At the workshops, research computing experts show you how to log in, transfer data, submit jobs etc. Tutorials are also available on the webpage. It is a Linux environment. Obtaining an account requires a short quiz related to security. Students can request an account with the approval of their advisors.

For help with Falcon: help@c3plus3.org

- University of Phoenix Survey Taskforce – Kristin Haltinner, Vice Chair Faculty Senate Attach. #8
Kristin thanked the members of the task force. She went over the executive summary, and some of the most frequent themes that emerged from the survey. There are 130 pages of qualitative data, not yet coded. She suggested focusing the discussion on the best way to use and share this information. [Discussion starts]. For instance, one could identify common concerns people have and work with the Provost's office to mitigate them. Some of the concerns could be actual, rather than perceived risks, and those should be addressed and resolved. Some of the most frequently raised concerns are about possible U of I liability in lawsuits against the University of Phoenix, and possible damage to the U of I reputation. Provost Lawrence was asked to give a brief summary of the affiliation's current status. Provost Lawrence: The lawsuit filed by the Attorney General against the SBOE was resolved in favor of SBOE. There could be an appeal. Accreditation is under review. All other aspects of the bonding process are moving forward. The transaction could close in late spring, but it's not definite. As for liabilities, they stay with 4 3 Education, a 501 C3 organization. The university is contemplating taking on some liability, but nothing has been finalized yet.
Dean of Students Blaine Eckles congratulated Faculty Senate for this effort. It seems most respondents are in favor of the affiliation. This should be part of the communication that goes out.
Kristin mentioned another concern identified from the data. Employees were divided on whether the degree of involvement in the decision was consistent with shared governance. Kristin encouraged everyone to reach out with questions and feedback.

New Business:

Senator Long was contacted last fall by the UBFC chair about the faculty role at the committee. Apparently, the chair was told that, within the new budget model, there isn't much room for faculty input. Senator Long and the UBFC chair met with FSL who then met with the Provost and the Vice Provost for Faculty to convey the complaint. Recently, the new chair of UBFC contacted Senator Long again because they had received no response.

The Secretary responded: FSL did meet with university leadership mid-October to raise the concern. In the meantime, the Committee on Committees had decided to undertake an audit of those committees whose chairs had reported (via a survey) problems with the scope, function, or structure of their committees, similarly to the UBFC case, and bring recommendations to Faculty Senate.

Adjournment:

The agenda being completed, the Chair called for a motion to adjourn. The meeting was adjourned at 4:44pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

537: BIOETHICS UNDERGRADUATE CERTIFICATE

In Workflow

1. 011 Chair (bbaum@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Mon, 25 Sep 2023 22:07:36 GMT
Bert Baumgaertner (bbaum): Approved for 011 Chair
2. Wed, 27 Sep 2023 19:40:35 GMT
Charles Tibbals (ctibbals): Rollback to Initiator
3. Wed, 27 Sep 2023 22:07:37 GMT
Bert Baumgaertner (bbaum): Approved for 011 Chair
4. Wed, 27 Sep 2023 22:27:02 GMT
Charles Tibbals (ctibbals): Rollback to Initiator
5. Fri, 29 Sep 2023 19:04:14 GMT
Bert Baumgaertner (bbaum): Approved for 011 Chair
6. Mon, 02 Oct 2023 16:28:30 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
7. Mon, 02 Oct 2023 21:37:04 GMT
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
8. Mon, 02 Oct 2023 22:04:44 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
9. Wed, 04 Oct 2023 00:35:31 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
10. Thu, 21 Dec 2023 20:25:04 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
11. Tue, 16 Jan 2024 22:01:50 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
12. Wed, 24 Jan 2024 16:49:39 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
13. Tue, 06 Feb 2024 18:15:58 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Wed, 27 Sep 2023 22:49:43 GMT

Viewing: 537 : Bioethics Undergraduate Certificate

Last edit: Wed, 24 Jan 2024 16:49:21 GMT

Changes proposed by: Aleta Quinn

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|-------------------|
| Aleta Quinn | aquinn@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Politics & Philosophy

Effective Catalog Year

2024-2025

Program Title

Bioethics Undergraduate Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

38.0104 - Applied and Professional Ethics.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

Courses are already taught regularly. There is no financial impact of the request.

Curriculum:

All required coursework must be completed with a grade of C or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

| Code | Title | Hours |
|-----------------------------------|--|-------|
| PHIL 103 | Introduction to Ethics | 3 |
| Three credits from the following: | | 3 |
| AVS 109 | The Science of Animals that Serve Humanity | |
| AVS 110 | Science of Animal Husbandry | |

| | | |
|-----------------------------------|---|---|
| BIOL 114 | Organisms and Environments | |
| BIOL 115 | Cells and the Evolution of Life | |
| BIOL 310 | Genetics | |
| ENVS 101 | Introduction to Environmental Science | |
| FOR 235 | Society and Natural Resources | |
| MVSC 201 | Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles | |
| NRS 125 | Introduction to Conservation and Natural Resources | |
| NRS 235 | Society and Natural Resources | |
| PSYC 101 | Introduction to Psychology | |
| PSYC 218 | Introduction to Research in the Behavioral Sciences | |
| Three credits from the following: | | 3 |
| PHIL 361 | Professional Ethics | |
| PHIL 450 | Ethics in Science | |
| PHIL 452 | Environmental Philosophy | |
| Three credits from the following: | | 3 |
| PHIL 209 | Mind and Madness | |
| PHIL 351 | Philosophy of Science | |
| PHIL 417 | Philosophy of Biology | |

Total Hours 12

Courses to total 12 credits for this certificate

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Students will be able to analyze the ethical dimensions of legal, political, and societal decision-making with respect to biosciences.

Students will be able to analyze ethical dilemmas in the practice of science using philosophical theories and principles.

Students will be able to analyze conceptual and theoretical debates in the biosciences.

Students will be able to critically evaluate core texts and arguments in the field of bioethics.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

The Philosophy Curriculum Committee will evaluate the program once per year, by discussing the structure and results of a signature assignment (an assignment with more than one program learning outcome). The Committee will recommend changes to instructors.

How will you ensure that the assessment findings will be used to improve the program?

The Philosophy Curriculum Committee will meet each year to assess the Bioethics Certificate program, recommend changes to instructors, and discuss implementation and results of prior recommendations.

What direct and indirect measures will be used to assess student learning?

Direct measure: Signature assignment.

When will assessment activities occur and at what frequency?

Once per year, via a meeting of the Philosophy Curriculum Committee.

Student Learning Outcomes

Learning Objectives

Students will be able to analyze the ethical dimensions of legal, political, and societal decision-making with respect to biosciences.

Students will be able to analyze ethical dilemmas in the practice of science using philosophical theories and principles.

Students will be able to analyze conceptual and theoretical debates in the biosciences.

Students will be able to critically evaluate core texts and arguments in the field of bioethics.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The curricular requirements reflect four components central to the contemporary discipline of bioethics (the study of ethical issues in the biosciences):

1. Basic understanding of a bioscience. Options are in the disciplines of biology (including animal & veterinary sciences), exercise & movement science, the environmental sciences (including forestry, natural resources and society), and psychology.
2. Introduction to philosophical ethics.
3. An advanced ethics course, applying ethical principles and theories to a bioscience.
4. A philosophy of science course, analyzing conceptual and theoretical challenges with respect to the conduct of science. PHIL 209 is a course on the philosophy of psychology.

There are no new courses. The certificate complements adjustments to the Bioethics Minor. It is anticipated that the Bioethics Certificate will be attractive to students pursuing degrees in a range of life science disciplines, as well as to professionals not enrolled in degree programs.

Supporting Documents

537 Program Description.pdf

Reviewer Comments

Charles Tibbals (ctibbals) (Wed, 27 Sep 2023 19:40:35 GMT): Rollback: I've updated the curriculum to match catalog formatting. Now it just needs the learning outcomes section complete. -CT

Charles Tibbals (ctibbals) (Wed, 27 Sep 2023 22:27:02 GMT): Rollback: Rolled back to Aleta at her request.

Linda Lundgren (lindalundgren) (Sat, 07 Oct 2023 22:41:03 GMT): LL attached program description.

Linda Lundgren (lindalundgren) (Mon, 09 Oct 2023 21:08:11 GMT): LL uploaded Program Description for 537

Linda Lundgren (lindalundgren) (Mon, 09 Oct 2023 21:08:23 GMT): LL uploaded Program Description for 537

Linda Lundgren (lindalundgren) (Mon, 09 Oct 2023 21:08:35 GMT): LL uploaded Program Description for 537

Key: 537

537 Program Description

Bioethics addresses moral, social and political issues in the life sciences. The bioethics certificate prepares students for difficult decision-making both as potential producers and consumers of science and medicine. Coursework includes training in basic and more advanced ethics, and the structure of scientific research and theory, including the appropriate role of values in science.



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **APM 50.35 Compensation Guidelines for Exempt Positions**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Policy originator: Brandi Terwilliger, Director of Human Resources

Policy sponsor, if different from originator: Brian Foisy, VPFA

Reviewed by General Counsel: Yes No Name & Date: Kim Rytter, 12/28/23

Comprehensive review? Yes No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Information contained in this item is now maintained on the Human Resources website.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

50.35—Compensation Guidelines for Exempt Positions

Last updated November 7, 2006

A. **General.** Upon request, Employment Services in Human Resources assists administrators in establishing appropriate salaries for exempt positions by working with departments to suggest appropriate titles and create or update effective, results-oriented job descriptions and by analyzing duties of a position and comparing those duties with similar positions at comparable universities. Employment Services also assists in reviewing vacant positions to ensure that each appointment that is submitted for Board of Regents approval meets the criteria for exempt employment status and ensures that the university is in compliance with federal and state regulations. *[ed. 11-06]*

A-1. **Evaluation Criteria.** Criteria used for this review and analysis include applicable provisions of the federal Fair Labor Standards Act (FLSA), the Americans with Disabilities Act of 1990, and state of Idaho codes.

B. **Process.** Administrators desiring assistance in establishing or reviewing salaries for exempt positions should contact Employment Services at (208) 885-3611. *[ed. 11-06]*

C. **Procedure.**

C-1. Procedures for Initiating Review.

i) **Departmental Action.** The departmental administrator provides the classification and compensation analyst with an electronic copy of a draft job description. The information should include an approximate percentage of time needed to accomplish each element, notations by each element designating whether it is essential or marginal, and minimum and desirable qualifications needed to successfully perform the position duties *[See 50.55]*.

ii) **Employment Services Response.** Based on the results anticipated and the duties described in the draft job description, Employment Services will consult with peer institutions' data and refer to salary surveys. The analyst will also perform Hay point factoring (Idaho's job evaluation system) for the position. A salary range, including a minimum, market, and maximum rate of pay is then recommended to the hiring administrator. If the position does not comply with state or federal law as an exempt position, alternative courses of action will be recommended to the hiring administrator.

iii) **Exception.** University initiated review. Exempt positions may be reviewed at any time upon the written request of a departmental administrator which bears the written approval of the appropriate dean, vice president, or the provost, or when Employment Services has received information that the position may not comply with federal laws or regents policies regarding exempt employment. *[ed. 11-06]*

C-2. Actions following Review

— i) **Actions Relating to FLSA Requirements.**

a) **Positions subject to FLSA Wage and Hour Requirements.** If the Employment Services review determines that the position is subject to the wage and hour requirements of the FLSA, the administrator will be advised that the position needs to be converted to classified status. (This is necessary because the FLSA requires payment of overtime compensation at the time-and-a-half rate for hours worked over 40 hours in a workweek whereas persons in exempt positions are not eligible to earn overtime compensation.) To correct this situation and comply with FLSA requirements, the conversion to classified status must occur the following pay period and it is necessary to track hours worked each week. *[ed. 11-06]*

(1) In some situations, it is possible that all overtime worked during the prior three years would be payable or banked at the time-and-a-half rate if requirements of the FLSA had applied to the duties of the position during that time.

~~b) Positions not subject to FLSA Wage and Hour Requirements. If the Employment Services review confirms that the position is not subject to FLSA wage and hour requirements, the position will remain exempt. [rev. 11-06]~~

~~ii) Salary Adjustments:~~

~~a) Exempt Positions Converted to Classified Positions. If the exempt position is to be converted to a classified position, the conversion and salary adjustment (if any) must occur at the beginning of the first pay period after approval in writing by the dean or vice president. The salary must be within the range of the classified pay grade to which the position is assigned. [ed. 11-06]~~

~~b) Exempt Positions Not Converted to Classified Positions. Because exempt employees work on annual contracts wherein the annual salary has been agreed to in advance by both the employer and employee, absent a written statement explaining compelling justification, salary increases are offered to exempt employees only at the beginning of the next contract period (assuming the employee is re-appointed). Compelling justification warranting a salary increase during the contract period could include, but is not limited to, reasons such as: [ed. 11-06]~~

~~(1) A finding by the affirmative action officer that the salary is inequitable on the basis of protected status;~~

~~(2) Determination by Employment Services that the salary is below the minimum salary prescribed by Idaho code for exempt employees. [ed. 11-06]~~

~~(3) Temporary assignment of additional duties on a short term basis.~~

~~(4) Verification that, because of constraints on external support salary sources, the employee's annual salary increase occurs on a date other than at the beginning of the University fiscal year.~~

~~(5) Significant additional responsibilities.~~

~~c) All Salary Adjustments for Exempt Positions Require Regents Approval. Pursuant to Idaho State Board of Education Governing Policies and Procedures Section II, D, 3, any mid-year salary adjustments for exempt employees require regents approval. [ed. 11-06]~~

D. Information. Any questions regarding compensation guidelines for exempt positions should be addressed to Employment Services at (208) 885-3611. [ed. 11-06]

2023 – 2024 Faculty Senate – Pending ApprovalMeeting # 22

Tuesday, February 20, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Maas, McKenna, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Rode, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Strickland, Tibbals.

Absent: Miller

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #21, February 13, 2024, were approved as distributed.

Chair's Report: None. Chair Gauthier will use this time for the New Business part of the meeting.

Provost's Report:

- The next faculty gathering is two weeks from today, Tuesday, February 27th. It will be at the ICCU Arena in the alumni room, hosted by the College of Graduate Studies, and Dean Jerry McMurtry. Please [RSVP](#).
- We don't have an education week in the Legislature as we've had in the past. Next week, U of I is going to be at both the Education Committees and JFAC. And we're seeing a lot more interest in what's happening in Boise right now. Just a reminder – that university resources are not to be used for political activity. Sometimes people, accidentally and with good intentions, may give the impression that they are speaking on behalf of the University or use their university email address. You are welcome to reach out to your representatives and legislators, but you should do that on a personal account such as Gmail. I just wanted to remind people as we get into the busier part of the session.

Discussion:

A senator saw a report that Moody's is evaluating our credit ratings based on the purchase of the University of Phoenix and asked the Provost for comments. Provost Lawrence responded that the question is best addressed to our financial team. It's complex, and beyond his area of expertise, but he will follow up. From the beginning there has been discussion and analysis of the impact of the acquisition on U of I's credit rating. It's been minimal but some different opinions came out recently which we don't agree with. The Provost will check with Brian Foisy and come back to this question.

Back to the issue of political activities, a senator added some comments. It's their understanding that we are allowed to identify ourselves as faculty at the University of Idaho, but we must say that we are acting/speaking as an individual, not as a university representative. Provost Lawrence: Reporting your job title or role is different than speaking on behalf of the institution. But sometimes people don't make it very clear whether it's one or the other. Thanks for clarifying, but it really does get confusing and can be misinterpreted. It's probably better to err on the side of caution, and just be a citizen of the State.

Vice Chair Haltinner inquired about an article in the Daily News, which reports that U of I minimized the risks of the purchase, saying that losses will be limited to \$10M per year. She asked whether they are referring to risks taken by “Four Three Education” and not the University of Idaho. Provost Lawrence has not seen the article. He will review it and come back to this question.

Committee Reports (voting):

- **Proposed changes to the University Catalog**

- UCC 239 Geology (BS) – Renee Love, Earth and Spatial Sciences, Attach. #2.
Our BS in Geology was revamped last year to include two new options (Energy Resiliency and Sustainable Mining). In doing this, the physical geology option was deleted and students in our department need it if they do not want to choose one of the other focus areas. This option is essential for professional licensing in Geology.
Discussion: None.
Vote: 20/20 yes. Motion passes.
- UCC 525 Graphic Design Undergraduate Certificate – Stacy Isenbarger, Art and Design, Attach. #3.
We have several students who have come to the college of art and architecture to take a suite of classes because they're excited about graphic design. But we don't have a minor in that area or a certificate. We see this as an opportunity to attract students who are coming in as professionals in other fields, or students who are coming to us from other areas of campus. They take these courses and have that certificate to showcase on their resume.
Discussion: None.
Vote: 21/21 yes. Motion passes.
- UCC 542 Indigenous Research and Education Graduate Certificate – Philip Stevens, Culture, Society and Justice Attach. #4.
This is a graduate certificate in indigenous research and education. This proposal is in response to the desire within Indigenous communities and other invested communities for an interdisciplinary research graduate certificate. We are working with Natural Resources and Education.
Discussion: None
Vote: 21/21 yes. Motion passes.
- UCC 110 B-4 Regulation Edit – Lindsey Brown, University Registrar, Attach. #5.
We would like to add additional language to the B-4 regulation titled "Registration for Courses Without Completion of Prerequisites" (see specific language in the attached document). This change clarifies the regulation in regard to allowing faculty to drop students who do not (or no longer) meet prerequisites for a course. It includes a time frame that this may be processed and communicated to the student. (It was clarified that the revisions as shown on the last page of the attachment are the ones being proposed.)
Discussion:
Some senators asked for clarification about the process. Lindsey responded that academic departments run reports of students who no longer meet course prerequisites and then send the list to her office to drop the students. There are new capabilities supposed to come out this summer for our student information systems that may make

this process more automated. Then, we would run it as a part of our end of term processing.

Senator: I understand that the purpose is to capture situations where students are taking a class in one semester that would meet the prerequisite for a next semester class they want to register for. If they fail that class, they no longer meet the prerequisite. Lindsey: Yes. It has been a longstanding practice. Now, we are codifying it in policy.

In response to another question, Lindsey clarified that the faculty can wave prerequisites. If they do wave it, then, of course, the student wouldn't get dropped.

Senator: How does this actually work? Students don't even have grades three days prior to the next semester in the spring. How do they know, unless somebody notifies them that they're about to fail? Lindsey: Generally, in between spring and fall we have plenty of time. However, in between fall and spring, time can be tight. That's when a quick turnaround is necessary, so that the students have adequate time to find an alternative course and maintain their full-time status. We want to make sure that they are adequately informed and set up for success. Although there's generally enough time in between fall and spring, my office is still working on some of those reports during the closure.

Vote: 22/23 yes. Motion passes.

New Business:

- Update on Admission Criteria – Chair Gauthier. (The slides are attached to these minutes.)
Brief background: Two of the state institutions, BSU and U of I, send to prospective students a “letter of 8” or a “letter of 6.” In the first case, they are notified that they can attend any of the 8 public institutions in the state. In the second case, they are not admitted into either BSU or U of I, but they can attend any of the other 6 institutions.
Summary of the options for admission criteria: We could decide to set a new GPA threshold; or to leave it as it is presently. We can also require a combination of GPA and standardized test scores. (Note from a senator: We're under an emergency action. So, the actual admission criteria (temporarily changed by the emergency action) include the GPA and a standardized test. If we do nothing when the emergency action expires, we go back to requiring the GPA and some standardized test.)

Chair Gauthier proceeded to share data on the differences between ISAT and SAT outcomes. The data is from 2019, because of all that happened afterwards. Such comparison is very difficult given the different nature of the tests and the populations who took them. Instead, Chair Gauthier has prepared some visual comparisons by gender, race, and socioeconomic status for each of the indicators under consideration – ISAT (ELA and Math), SAT, GPA. The comparisons indicate that we don't know enough about those elements to determine a final answer. Still, some trends can be seen. Looking, for example, at the comparison by race, we can see some very strong differences that are, to some extent, mitigated in the SAT outcomes by race. Comparing the outcomes of ISAT ELA and ISAT Math by race suggests that combining those with the GPA may be a reasonable approach.

Discussion:

Senator: Do we have data to compare SAT scores within schools as opposed to across Idaho?

Chair Gauthier: I'm still unclear as to whether we have access to that data.

Senator: Some of our constituents would like to have SAT/ACT scores available, even if optional. They're helpful to some departments. Another question: do your graphs indicate that looking at

the GPA only is misleading? They are too high. Chair Gauthier: Yes, there is clearly grade inflation that favors a particular population.

Senator: Did the data go through some form of statistical analysis to check whether differences are statistically significant? Chair Gauthier: No. The data is limited. I think this is the first year where the data has been more rigorous than in the past.

Senator: There was an article in the Daily News about Washington determining that there's a significant amount of grade inflation. The graph you showed seems pretty good evidence of grade inflation benefiting a particular population. Do you have a similar graph, on the same scale, comparing GPA and SAT or GPA and ISAT? Chair Gauthier: Unfortunately, I don't, but I can ask.

Senator: Aren't we supposed to have a recommendation by next week? Chair Gauthier explained that the timeline has changed. First, UCC will make their recommendation at the beginning of March, which will then come to Senate. Senator's follow-up comment: UCC should look at things we've looked at in the past, like success rate of students admitted at different GPA levels and different SAT levels. I think it's our responsibility to the students to make sure they're going to succeed when they get here.

Senator: You just presented test scores and GPA for students who graduated from Idaho high schools in spring of 2019. Do you know if in 2019 students were still required to take the SAT/ACT? I know they're required to take the ISAT. Do we have any information about what year they completed the ISAT versus the ACT or SAT? The point of the question is that ISAT is taken in the junior year, and, typically, so are ACT and SAT. But they can repeat that test. I'm just trying to figure out how these elements are comparable. Chair Gauthier: The people from the 2019 data took the tenth grade ISAT in the 2016-2017 school year and graduated in the 2018-2019 school year. I don't know if they repeated the test. Senator's follow-up comment: If we're looking at a standardized test taken in tenth grade, two years prior to high school graduation, I'm not sure that those are accurately measuring what a student is able to do when they are preparing to enter our first-year courses on campus. Chair Gauthier: I think the people from ISAT mentioned that it was a test for tenth grade, not a test for entering, but they were trying to show that it doesn't make a big difference. Senator: Many times, we talk about admission scores also being used as placement scores so that a certain score on SAT/ACT or ISAT presumably would help place students into the first-year courses that they are most qualified for. As somebody who used to work with first year writing students, I am concerned with the timing of completion of standardized tests, especially if we are going to continue collecting ISAT scores from students in tenth grade, and potentially use them for admissions and placement. Chair Gauthier: The data also shows that the GPA alone is not a fair indicator. There are large differences among GPAs from different places. Also, the choice of courses that go into the GPA can change from one place to the other. It's hard to deal with such limited data.

Provost: I just confirmed with my colleague in the State Board Office that the ISAT is moved to eleventh grade, so that it could be used for the purpose of college admissions. But it will be a number of years before we see enough data from 11th grade results. So one element of this big decision about admissions is ISAT. And of course, we still have SAT/ACT and GPA.

Senator: I am still confused about what decisions are actually being made. On the one hand, it sounds like the State Board is making a decision, on the other, it sounds like we are making an independent decision. Provost: We determine our admission criteria. Our bylaws, as you all know, say the faculty determine admission criteria, and we'll go through the proper process. But we must fold our criteria into the state "direct admit" system, which could be complicated by another test that's completely different, the ISAT. We need to learn more about ISAT. Jean-Marc is going to a meeting next week for further discussion about how the ISAT is being used in the

state. Hearing more about that will be very useful before we make a final recommendation. The statewide direct admit can really help us by communicating to students accurately if they get into the U of I. There's also value in us being aligned with Boise State. We need to do what's best for us, but it would be nice if we aligned, so we don't have a "letter of 6" and a "letter of 7" with U of I on its own. I don't know exactly how things will play out with the state discussion.

Senator: To recap, we must decide what our admission standards are for our own purposes. At the same time, there's some kind of deadline where that decision gets communicated to the state so it can be folded into the direct admit process. Provost: I don't think we want to be on an island. It will have to be in coordination with others, which is part of these meetings that Jean-Marc is going to. Chair Gauthier: The minimum GPA is also problematic. A GPA of 2.6 is not very discerning – almost everybody could get into the U of I – whereas a GPA of 3 would really separate two different groups. But I think we need to look at the problems one by one.

Senator: Do you know when these letters are sent to students? I assume, probably before the application season. Provost: We can't wait until then. Our own admission materials are printed in late spring and start being used at events such as Envision Idaho. So we have an internal deadline by which we really need to do this, and we need to do it rather soon. This statewide conversation originally gave us a deadline of next week, but that was extended because we need more discussion, and we don't even have all the information about ISAT.

Senator: Does the communication to admitted students go to students and to colleges and universities? Provost: It goes to students about the four-year institutions and the four two-year schools. That's where we get the 8. We have four community colleges and four universities and colleges.

Secretary: Do you know if anybody feels that a test for a particular state is not a good idea?

Chair Gauthier: Yes, that's another component of the discussions. It's complicated, because those tests are run by companies who are trying to sell the test.

Senator: In response to that, it's part of a consortium including a number of states. The assessment consortium is nationally known. I'm not concerned with it as a valid measure.

Provost: My understanding is that all standardized tests are run by companies. But the ISAT is designed around the Idaho learning objectives and that's how it's tailored for different states. So, they have similar methodology. But some of the content itself aligns with what the State is trying to teach, which may or may not align exactly with SAT/ACT.

Secretary: That's what concerns me, what the State is trying to teach. I don't think what you learn in English, History, Biology, Algebra etc. should be state dependent. I'm probably over concerned.

Provost: In summary, if the University of Idaho chooses to use ISAT somehow in admissions, that would only be possible for in-state students. For example, Washington students are not going to have those scores, so that's something we'll have to deal with.

- FSH 2300 Student Code of Conduct and Resolution Process – Senator Steve Shook. Steve will go over the UCC meeting from about two weeks ago, concerning FSH 2300 and changes to the General Catalog. UCC received the request to edit General Catalog policies F-1 and O. 2. The part of the policy of concern for F-1 says that a grade of incomplete is assigned as a temporary grade during the pendency of a conduct resolution process under FSH 2300 Student Code of Conduct and Resolution Process. In O-2, one reads that “Consequences for academic dishonesty may be imposed by the course instructor subject to the requirements of FSH 2300.” So, F-1 and O-2 point back to FSH 2300, approved by Faculty Senate and at the UFM last fall. So it's active right now. Relevant policies UCC looked at:

FSH 2300.F-9.a. Instructors may issue an academic outcome separate from any outcome that Dean of students may impose if under the code, there is a finding of responsibility for academic dishonesty/conduct. If there's no finding of responsibility for academic dishonesty/misconduct, the policies below apply:

FSH 2300.F-9.b.10. "The instructor will not issue an academic outcome until after the conclusion of the resolution process, including any responses, and after the decision is communicated to the student."

FSH 2300.F-9.b.11. "In situations where grades need to be submitted and the process is not yet complete, the instructor will enter a grade of 'incomplete' until the process is complete." UCC decided to table the request mostly because of two concerns. One is an academic freedom issue and the other one is an existing policy issue. One of the basic tenets of academic freedom is that faculty can determine, without any outside influence, what the student evaluation will be for any course that the faculty member is teaching. This is actually already codified in our policy and the General Catalog. There is FSH 1640.02.C-4 and C-5, which sets the Academic Hearing Board stipulated procedures. These policies recognize the relationship between academic freedom and grades and contemplate issues arising from grades resulting from academic dishonesty. Similar comments apply to General Catalog Policy E-6, which says that the assignment of grades and correction grades are the sole prerogative of the instructor, which goes against FSH 2300, stating that a faculty member cannot assign a grade until they get the decision back from the Dean of students. At UCC, we believe this is a violation of academic freedom and FSH 1640. They Academic Hearing Board (AHB) cannot change a grade or require that it be changed. That's largely due to E. 6 in the General Catalog. It may order that the grade it considers appropriate also be recorded on the student's academic records. Policies E. 5 or C. 5 state that it's within the purview of the Hearing board to hear an appeal against the grade imposed by instructors as a result of academic misconduct.

Discussion:

A senator recalls a policy by which a faculty member cannot change grade once it's been made final unless there's been a procedural or computational error. Steve: There is, along with a time window associated with that. And there's another issue with I believe it's You know, if you give them an incomplete grade, a student has the ability to drop a course and never get a grade if they can still drop the course, and the faculty member has no ability to assign an academic grade. Follow-up question: So even within the one-year period, would this this scenario you're putting forward here this. You think this would fit within the ability of a faculty member to change the grade under E-6? Steve: I believe it does.

Secretary: I think it would fit into procedural errors, but we need to look at that.

Blaine Eckles: Basically, what we're trying to do is assert the due process rights for students that may be found in violation of the code of conduct. Our advice here is not to come to a conclusion. Faculty do have the right to grade a student on the merits of whatever work they do, but they don't have a right to make the determination. Students have the right to an appeal process. We can easily continue to work on the language, and I know Cari is working on that. We have had situations where faculty members have assigned a grade to a student, but they were never notified about the rights to appeal. We're trying to make sure this kind of situation is addressed. Steve, you point out an excellent point, which I want to make sure we address. We don't want students that have engaged in academic dishonesty and violated our code to get out of a penalty that a faculty member assigns by withdrawing from the course. I've actually reinstated students previously, when they've tried to use that loophole. Those are some things we need to continue working through. But we absolutely need to make sure the due process

rights of students are protected, because we're legally bound to do that. So we can absolutely continue working on that language. We are not far from a converging point.

Lindsay Brown: as we look at revising this language, currently the catalog is silent as to whether a student can withdraw even with the dishonesty grade. It is something that we run into quite frequently, and I would love to see it addressed.

Blaine Eckles: It's complex. Which is why we want to make the policy as clear as possible. We're happy to continue working on the language that respects the academic freedom of our faculty in the assignment of grades, but also understand the due process rights for our students under the student code of conduct.

Steven: How would Faculty Senate leadership like UCC to proceed? I'm assuming working with Cari and Blaine on these policies and with Lindsey about dropping out of a course to avoid disciplinary actions under FSH 2300.

Provost: Do you have an idea what you want changed, or is that up for further discussion?

Steve: I think it's up for further discussion. I shared a lot with Cari already and with FSL. It's probably going to come from the DoS office through UCC.

Blaine Eckles: We're happy to continue working. And I agree with Lindsay. We want to see a change to the policy that basically reinstates students so that they cannot avoid the appropriate outcome or penalty.

There was some additional discussion on the importance of reporting instances of academic dishonesty to the Dean of Students.

- **Space for the Healing Garden.**
A senator reported concerns from constituents about the location chosen for the Healing Garden, between PEB and the Ed Building. Was there an in-depth analysis of how that space is used? Furthermore, they think that the location, in between two buildings looking down at it, is not a private space suitable for a place of reflection. Dean of Students Blaine Eckles, chair of the Healing Garden committee, explained that the committee selected that site after considering several options. An in-depth analysis of how the space is used was not conducted and is not typical in the construction of any building. Another senator suggested posting a note in the Daily Register to let people know that the stakes are up in the location and invite them to send any comments to the Dean of Students.
- **FSH 1520 Faculty Senate Bylaws. Number of senators per College – Vice Chair Haltinner.**
This concerns the current policy regarding the makeup of Senate. The language confused me for a while, so I wanted to run by you all an idea to simplify it. Currently, the policy states that *“each college, except for COGS, elects one Senator for each 50 or a major fraction thereof, full time equivalent faculty members in the college provided, however, that each college has at least one senator.”* This is how I understand the current policy: when we have 0 to 76 full time equivalent seats in a college, we get one seat at Senate, and then from there up, it's one more for each additional group of 50. What if we just use that 50 across the board, so that one seat is 0 to 49, 50 to 99 is 2 seats, and so on. Note, though, that this change would impact the representation. She wanted to run this by the senate for feedback.
Discussion:
Generally, senators seemed interested in continuing the conversation. Although the current language is accurate, more clarity would be helpful. One part of this proposal is just to clarify the current language. There were no objections to this. But adding additional seats is a much more significant step, to be considered very carefully.
Some senators thought that, with more people, it may be harder to find consensus.

The Provost was concerned that, the more people we have, the harder it is to fill those positions for some colleges. It has been difficult to fill the current number of roles, so additional senators also take people out of other committee service. We should consider how much service capacity we have.

Vice Chair Haltinner: I wonder if there is a good reason to go up to 76 for that second rep, and only increments of 50 after that. That seems odd. The Provost doesn't know the background on that.

For the next meeting, Vice Chair Haltinner will map how the college representation would change, should the policy be revised as suggested.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:54pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #22

Tuesday, February 20, 2024 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #21 February 13, 2024 **Attach. #1**
- III. Chair’s Report
- IV. Provost’s Report
- V. Committee Reports (voting)
 - Proposed changes to the University Catalog
 - UCC 239 Geology (BS) – Renee Love, Earth and Spatial Sciences **Attach. #2**
 - UCC 525 Graphic Design Undergraduate Certificate – Stacy Isenbarger, Art and Design **Attach. #3**
 - UCC 542 Indigenous Research and Education Graduate Certificate – Philip Stevens, Culture, Society and Justice **Attach. #4**
 - UCC 110 B-4 Regulation Edit – Lindsay Brown, University Registrar, Registrar’s Office **Attach. #5**
- VI. New Business
- VII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #21 February 13, 2024
- **Attach. #2** UCC 239
- **Attach. #3** UCC 525
- **Attach. #4** UCC 542
- **Attach. #5** UCC 110

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 21

Tuesday, February 13, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Maas, McKenna, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Rode, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Strickland, Tibbals.

Absent: Miller

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #20, February 6, 2024, were approved as distributed.

Chair's Report:

- Admission criteria: a proposal is forthcoming and will go through the appropriate process as mandated by FSH 4120 for permanent catalog changes. We are asked by the State Board to deliver a senate-approved proposal before the end of the month, if possible, thus, the timeline is tight. A meeting about admission standards in the state will take place in Boise on February 27.
- The Artificial Intelligence plus Machine Learning, AI+ML Exhibition will be in the Reflections Gallery, in the ISUB building, from Monday April 1st to Saturday April 13. The exhibition covers a selection of current AI projects from faculty and students at the U of I. There will be around 20 posters and interactive media on several monitors. The list of topics includes image analysis, computer vision with ML, generative AI, expertise and assessment, Chat GPT tutorials, animation with diffusion and machine learning, text to 3D scene. Please let your units know that they can submit via email to vtd@uidaho.edu. The deadline 03/17/2024.

Discussion:

A senator asked for clarification about the February 27th meeting. Who is attending this meeting? Do we know what kind of proposal is forthcoming? When will we see that proposal? **Chair Gauthier's response:** The meeting in Boise is a meeting of the board to decide what would work for a U of I, Boise State University and other institutions. So, it's not a decision meeting. It's more like a collegial discussion. **Provost Lawrence:** all 8 institutions should present admissions criteria by which they can be admitted through the state's direct admission letters. We must get those criteria to them rather soon, which is why we are under some pressure. Of course, this must tie into our new admissions criteria in the catalog, should we change them. We are gathering all the relevant information, so we can have a more informed conversation about the various options. Going into the ISAT test, some people feel very strongly that it's a great indicator of college success, but we need more information and ISAT data. So, we're still assembling all the pieces. And then, we can bring proposed admission standards forward through the process that Jean-Marc mentioned. If we decide on a change, it will be a permanent catalog change to be pursued by the processes outlined in FSH.

A senator argued that UCC has jurisdiction over the admission standards, but UCC has heard nothing about this. And if there's a proposal to change permanently our admission standards, it's not happening, and shouldn't happen, by next week. It should maybe happen a year from now, unless you just really want to short circuit the faculty governance process and rush something through without us being able to consider it. That's totally unfair and it's not following the process. If there's some other emergency, then it's understandable. Provost Lawrence's response: Our plan is to follow the process and go to UCC first. Senator: So, we're trying to have a proposal to discuss in a week. UCC should do a thorough reading and discuss it and then make a recommendation to bring to this body. Chair Gauthier: We were hoping to have all elements by this week. Senator: I don't see how it can be implemented this coming academic year. There's no way to go through a fair process. The Secretary noted that, while going through UCC is important and it's what we will do, FSH 1520 Constitution of the University Faculty gives to the faculty the responsibility to establish admission standards.

Question from another senator: What is the best way to deliver comments from constituents about admission standards? Should we bring them to senate or send them to the leadership?

Chair Gauthier's response: Please keep FSL in the loop about any feedback you receive.

Provost's Report:

- Three-minute Thesis Competitions. This is a statewide competition where our students give a three-minute presentation on their research. UI students received first place, second place, and third place. One of our very own, Abbey Rode, who is our GPSA representative at senate, won first place. She will go on to the regional competition as our state representative. Congratulations, Abbey!
- The next faculty gathering is two weeks, Tuesday, February 27th. It will be at the ICCU Arena in the alumni room, hosted by the College of Graduate Studies, and Dean Jerry McMurtry. Please spread the word.
- NWCCU, the U of I's accreditor, agreed with our assertion that the affiliation with the University of Phoenix is not a substantive change and requires no approval or further action by the commission. See today's memo from President Green.

Committee Reports (voting):

- **Proposed changes to the University Catalog**
 - UCC 537 Bioethics Undergraduate Certificate – Aleta Quinn, Department of Politics and Philosophy.
The certificate has the purpose of demonstrating competence with conceptual issues and scientific reasoning and also ethical issues that arise and scientific practice specifically with respect to the life sciences.
No questions.
Vote: 21/21 yes. Motion passes.
- **Proposed Changes to the Administrative Procedures Manual (non-voting):**
 - APM 50.35 Compensation Guidelines for Exempt Employees (Deletion) – Ashley Rodriguez, Senior HR Business Partner, Human Resources.

We are proposing to delete this APM, because the information contained in this item is now maintained on the Human Resources website.
No questions.

Announcements and Communications:

- Information on First Aid Training and Stations on Campus – Beau Babcock, Occupational Safety Technician.

Beau is an occupational safety specialist with Environmental Health and Safety (EHS). He talked about safety resources at the university. For more information, visit <https://www.uidaho.edu/dfa/division-operations/ehs>. There, one can find detailed description of [first aid](#).

Reach out to Beau at safety@uidaho.edu for any questions on high-quality first aid kits. First aid kits are a departmental responsibility to purchase and upkeep.

EHS also manages the Automatic External Defibrillator (AED) program as an integral part of the university's commitment to safety. They maintain a Moscow [AED map](#) and list. We have approximately 80 AED in total and probably about 70 on the main campus. We do have quite a few on our extensions as well.

For information on all safety training, follow the link to <https://www.uidaho.edu/dfa/division-operations/ehs/safety-training>

Beau is the only instructor now. He tries to offer at least one CPR class per month. Just email Beau or follow the links. He can help you sign up and register for the class or arrange for a special class just for your group.

Discussion:

Senators made very useful suggestions, such as including the floor number on the maps, which would facilitate locating the first aid kit or the AED.

Senator: Is it possible to take a refresher course in First Aid? Beau: Unfortunately upon further discussion with leadership EHS cannot offer CPR training to those who do not need the CPR certification. EHS needs a department index number before you can register for CPR training. If you do not need a CPR card, you can just sit in the class. Since we have a limit of 8 people per class, priority is given to those who need a CPR card, but you can join the next class. The same applies to cases when the department cannot pay for the class.

Senator: The 911 operator asks for the precise location of the emergency. Most of us know building names but not street addresses. Will this cause a delay in the emergency response? Beau suggested giving the 911 operator as much information as possible on the location, although they should be able to identify the building's location from its name. A senator suggested placing the building postal address on the AED device, which was received as a great suggestion.

- First Gen Forward Designation – Brooke Blevins, Dean, College of Education, Health and Human Sciences

The number of first generation (First Gen) students continues to increase on our campus (currently, about 50% of our students are First Gen). To help us think more comprehensively about how we serve First Gen. Students, we have begun an initiative to be part of the First Gen Scholars Network, which is part of NASPA and comes from the Center for First Generation Student Success. Alongside Dean Kahler, Jenny LeBeau, the Office of the Dean of Students, our Center for Multicultural Affairs, our Center for Disabilities Access Resources, and several other

institutional partners, the College of Education, Health, and Human Sciences is embarking on submitting a proposal to have us recognized as part of the First Gen Scholars Network. They hope to find a faculty member who would partner with us in the initial proposal stage, which is a data gathering phase. They want to make sure they have faculty representation.

Some of the benefits: it's free of charge for us. The institution must be a member of NASPA and celebrate First Gen Students' Day, both of which requirements we already meet.

This is a free opportunity to network with other institutions serving First Gen students in our State. BSU is a member of this network, and so is LCSC. As a member of this network, BSU is a step ahead of us. We shouldn't be left behind in the state of Idaho. As we're thinking about how we improve graduation and retention rates, this is going to play a pivotal role in how we can better serve our First Gen Students.

We'll receive public identification as a member of the network; we will be listed on the Center's website and will connect with a team of folks who are heavily involved in research and practice around first generation student success; we will have the opportunity to participate in professional development; We'll be able to work together to craft institutional mission and vision, particularly around First Gen student success.

We will set goals and monitor progress. They are gathering data and planning how to best analyze it.

Discussion:

There was a reminder that a faculty member who's had the experience of being a First Gen Student is preferable.

- Slate Presentation – Dean Kahler, Vice Provost Strategic Enrollment Management and Brenda White, Slate Strategy Director

Slate is a tool to communicate with prospective graduate and undergraduate students and is useful in many more applications. Our contract with VandalStar is about to expire. Slate is already available and would replace Vandal Star, which costs us \$159K per year. It has not yet been discontinued; we want the faculty to participate in this dialogue. Functions that we can easily move from Vandal Star, to mention a few, are appointment scheduling, setting flags and reporting capabilities.

Discussion:

The Secretary said that this may be a welcome change, since many faculty have been unhappy with VandalStar, to her knowledge.

What features are improved by Slate over Vandal Star? Response: Besides the saving aspect, Slate is flexible and customizable. Vandal Star is very limited and is not a communication tool.

With Slate, users can build portals.

A senator agreed that Vandal Star was not everyone's favorite. However, when we make a change, we must learn a new system, which will also present problems.

There are no additional software costs.

Are there any other costs? Response: There will be training costs and such. Slate may even eliminate the need for other software.

Some senators remained concerned about another switch. Chair Gauthier noted that a huge number of people use Slate, so we can easily get feedback about the system. Vice Provost Dean Kahler confirmed that this is currently the most popular tool. Most important, it's customizable, meaning that users can change what they don't like into something that fits their needs.

New Business:

None.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:30pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

239: GEOLOGY (BS)

In Workflow

1. 224 Chair (alistair@uidaho.edu)
2. 19 Curriculum Committee Chair (markn@uidaho.edu)
3. 19 Dean (gingercarney@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
12. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
13. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Fri, 22 Sep 2023 23:00:28 GMT
Alistair Smith (alistair): Approved for 224 Chair
2. Mon, 09 Oct 2023 21:30:26 GMT
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
3. Mon, 09 Oct 2023 21:41:42 GMT
Ginger Carney (gingercarney): Approved for 19 Dean
4. Sat, 04 Nov 2023 23:40:31 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Wed, 07 Feb 2024 19:55:14 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
6. Wed, 07 Feb 2024 23:35:41 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
7. Thu, 08 Feb 2024 21:53:28 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
8. Tue, 13 Feb 2024 18:50:25 GMT
Sydney Beal (sbeal): Approved for UCC

History

1. Oct 12, 2020 by Amy Kingston (amykingston)
2. Jun 16, 2021 by Rebecca Frost (rfrost)
3. Mar 24, 2022 by David Barnes (dabarnes)
4. Apr 1, 2022 by David Barnes (dabarnes)
5. May 24, 2023 by Renee Love (rlove)
6. May 24, 2023 by Sydney Beal (sbeal)
7. Jun 7, 2023 by Sydney Beal (sbeal)
8. Jun 7, 2023 by Sydney Beal (sbeal)
9. Jun 7, 2023 by Sydney Beal (sbeal)
10. Jun 7, 2023 by Sydney Beal (sbeal)
11. Jul 7, 2023 by Sydney Beal (sbeal)
12. Jul 20, 2023 by Sydney Beal (sbeal)

Date Submitted: Fri, 22 Sep 2023 18:11:08 GMT

Viewing: 239 : Geology (BS)

Last approved: Thu, 20 Jul 2023 14:37:16 GMT

Last edit: Tue, 13 Feb 2024 18:55:39 GMT

Changes proposed by: Renee Love

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|------------------|
| Renee Love | rlove@uidaho.edu |

Change Type (Choose all that apply)

Create an option, emphasis, concentration, specialization

Description of Change

Our BS in Geology was revamped last year to include two new options (Energy Resiliency and Sustainable Mining). In doing this, the physical geology option was deleted and students in our department need it if they do not want to choose one of the other focus areas.

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Science

Department/Unit:

Earth & Spatial Sciences

Effective Catalog Year

2024-2025

Program Title

Geology (BS)

Program Credits

120

CIP Code

40.0605 - Hydrology and Water Resources Science.

Emphasis/Option CIP Code(s)

| Code(s) |
|---------|
| 40.0601 |

Curriculum:

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

| Code | Title | Hours |
|-----------|--|-------|
| CHEM 111 | General Chemistry I | 3 |
| CHEM 111L | General Chemistry I Laboratory | 1 |
| ENGL 318 | Science Writing | 3 |
| GEOG 385 | Foundations of GIS | 3 |
| GEOL 102 | Historical Geology | 3 |
| GEOL 102L | Historical Geology Lab | 1 |
| GEOL 249 | Mineralogy and Optical Mineralogy | 4 |
| GEOL 302 | Field Geology Methods | 3 |
| GEOL 324 | Principles of Stratigraphy and Sedimentation | 4 |
| GEOL 326 | Igneous and Metamorphic Petrology | 4 |
| GEOL 345 | Structural Geology | 4 |
| GEOL 422 | Principles of Geophysics | 4 |
| GEOL 490 | Geology Field Camp | 3 |
| MATH 143 | College Algebra | 3 |
| MATH 170 | Calculus I | 4 |

Select one of the following: 4

| | |
|--------------------|--|
| GEOL 101 & 101L | Physical Geology and Physical Geology Lab |
| GEOL 111 & 111L | Physical Geology for Science Majors and Physical Geology for Science Majors Lab |

Select one of the following: 4

| | |
|--------------------|---|
| PHYS 111 & 111L | General Physics I and General Physics I Lab |
| PHYS 211 & 211L | Engineering Physics I and Laboratory Physics I |

Options

Select one of the following options: 23-43

| |
|--|
| Physical Geology (https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/geology-bs/#physicalgeology) |
| Energy Resiliency (https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/geology-bs/#energyresiliency) |
| Environmental Hydrogeology (https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/geology-bs/#environmentalhydrogeology) |
| Sustainable Mining and Earth Resource Management (https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/geology-bs/#sustainableminingandearthresourcemanagement) |
| Geological Education (https://catalog.uidaho.edu/colleges-related-units/science/earth-spatial-sciences/geology-bs/#geologicaleducation) |

Total Hours 78-98

A. Physical Geology

Code **Title** **Hours**
Select 36-38 credits from the following: 36-38

| | |
|----------|--|
| GEOL 212 | Dinosaurs and Prehistoric Life |
| GEOL 309 | Ground Water Hydrology |
| GEOL 310 | Geological Core Logging |
| GEOL 318 | Economic Geology |
| GEOL 335 | Geomorphology |
| GEOL 407 | Basin Analysis |
| GEOL 410 | Groundwater Field Methods |
| GEOL 411 | Advanced Paleontology |
| GEOL 423 | Principles of Geochemistry |
| GEOL 428 | Geostatistics |
| GEOL 433 | Geodynamics |
| GEOL 435 | Glaciology and the Dynamic Frozen Earth |
| GEOL 447 | Geochronology and Thermochronology |
| GEOL 462 | Petroleum Systems and Energy Transitions |
| GEOL 467 | Volcanology |
| GEOL 471 | Ore Deposits and Exploration |
| GEOL 474 | Stable Isotopes in the Environment |

Total Hours 36-38

B. Energy Resiliency Option

| Code | Title | Hours |
|----------|--|-------|
| GEOL 212 | Dinosaurs and Prehistoric Life | 4 |
| GEOL 462 | Petroleum Systems and Energy Transitions | 3 |
| GEOL 471 | Ore Deposits and Exploration | 3 |
| GEOG 313 | Global Climate Change | 3 |
| GEOG 488 | Geography of Energy Systems | 3 |
| GEOG 435 | Climate Change Mitigation | 3 |
| ENGR 215 | Elements of Materials Science | 3 |
| MSE 438 | Fundamentals of Nuclear Materials | 3 |
| ENVS 484 | History of Energy | 3 |

| | | |
|--------------------|------------------------------------|-----------|
| ENVS 485 | Energy Efficiency and Conservation | 3 |
| ENVS 415 | Environmental Lifecycle Assessment | 3 |
| GEOL 318 | Economic Geology | 3 |
| Total Hours | | 37 |

Courses to total 120 credits for this degree

C. Environmental Hydrogeology Option

| Code | Title | Hours |
|---|--|--------------|
| GEOL 309 | Ground Water Hydrology | 3 |
| GEOL 361 | Geology and the Environment | 3 |
| HYDR 409 | Quantitative Hydrogeology | 3 |
| GEOL 410 | Groundwater Field Methods | 3 |
| HYDR 412 | Environmental Hydrogeology | 3 |
| GEOL 428 | Geostatistics | 3 |
| GEOL 431 | Chemical Hydrogeology | 3 |
| GEOL 435 | Glaciology and the Dynamic Frozen Earth | 3 |
| or GEOL 474 | Stable Isotopes in the Environment | |
| Select two courses from the following: | | 6-7 |
| MATH 175 | Calculus II | |
| STAT 251 | Statistical Methods | |
| STAT 301 | Probability and Statistics | |
| Select one of the following: | | 4 |
| PHYS 112 & 112L | General Physics II and General Physics II Lab | |
| PHYS 212 & 212L | Engineering Physics II and Laboratory Physics II | |
| Select one elective from the following: | | 6-8 |
| GEOG 301 | Meteorology | |
| GEOG 401 | Climatology | |
| MATH 275 | Calculus III | |
| MATH 310 | Ordinary Differential Equations | |
| MATH 330 | Linear Algebra | |
| CHEM 112 & 112L | General Chemistry II and General Chemistry II Laboratory | |
| CHEM 275 & CHEM 276 | Carbon Compounds and Carbon Compounds Lab | |
| CHEM 277 & CHEM 278 | Organic Chemistry I and Organic Chemistry I: Lab | |
| Total Hours | | 40-43 |

Courses to total 120 credits for this degree

D. Sustainable Mining and Earth Resource Management Option

| Code | Title | Hours |
|-------------|--|-------|
| CE 105 | Civil Engineering Drafting | 3 |
| CE 211 | Engineering Surveying | 3 |
| GEOE 465 | Excavation and Materials Handling | 3 |
| GEOE 499 | Directed Study | 2 |
| or GEOL 498 | Senior Thesis | |
| or GEOL 400 | Seminar | |
| GEOG 350 | Sustainability of Global Development | 3-4 |
| GEOL 361 | Geology and the Environment | 3 |
| GEOL 447 | Geochronology and ThermoChronology | 3 |
| or GEOL 474 | Stable Isotopes in the Environment | |
| GEOL 462 | Petroleum Systems and Energy Transitions | 3 |
| GEOL 471 | Ore Deposits and Exploration | 3 |
| GEOL 428 | Geostatistics | 3 |
| HYDR 412 | Environmental Hydrogeology | 3 |

| | | |
|------------------------|---|--------------|
| FOR 207 or REM 280 | Properties of Artificial Growth Media Introduction to Wildland Restoration | 1 |
| NRS 488 or ENVS 479 | NEPA in Policy and Practice Introduction to Environmental Regulations | 3 |
| GEOL 318 | Economic Geology | 3 |
| GEOL 310 | Geological Core Logging | 1 |
| Total Hours | | 40-41 |

E. Geological Education Option

| Code | Title | Hours |
|------------------------------|--|--------------|
| BIOL 115 | Cells and the Evolution of Life | 3 |
| BIOL 115L | Cells and the Evolution of Life Laboratory | 1 |
| GEOG 100 | Introduction to Planet Earth | 3 |
| GEOG 100L | Introduction to Planet Earth Lab | 1 |
| GEOG 401 | Climatology | 3 |
| GEOL 212 | Dinosaurs and Prehistoric Life | 4 |
| GEOL 335 | Geomorphology | 3 |
| PHYS 103 | General Astronomy | 3 |
| PHYS 104 | Astronomy Lab | 1 |
| PLSC 205 | General Botany | 4 |
| Select one of the following: | | 3-4 |
| MATH 175 | Calculus II | |
| MATH 330 | Linear Algebra | |
| STAT 251 | Statistical Methods | |
| Total Hours | | 29-30 |

Courses to total 120 credits for this degree

Degree Maps:

Physical Geology Option

| Fall Term 1 | | Hours |
|---|---|-----------|
| ENGL 101 | Writing and Rhetoric I | 3 |
| MATH 143 or MATH 144 | College Algebra or Precalculus II: Trigonometry | 3 |
| GEOL 101 or GEOL 111 | Physical Geology or Physical Geology for Science Majors | 3 |
| GEOL 101L or GEOL 111L | Physical Geology Lab or Physical Geology for Science Majors Lab | 1 |
| GEOG 165 or GEOG 200 | Human Geography ((Human and Artistic Ways of Knowing)) or World Cultures and Globalization | 3 |
| Hours | | 13 |
| Spring Term 1 | | Hours |
| ENGL 102 | Writing and Rhetoric II | 3 |
| CHEM 111 | General Chemistry I | 3 |
| CHEM 111L | General Chemistry I Laboratory | 1 |
| GEOL 102 | Historical Geology | 3 |
| GEOL 102L | Historical Geology Lab | 1 |
| MATH 170 | Calculus I | 4 |
| Hours | | 15 |
| Fall Term 2 | | Hours |
| PHYS 111 or PHYS 211 | General Physics I or Engineering Physics I | 3 |
| PHYS 111L or PHYS 211L | General Physics I Lab or Laboratory Physics I | 1 |
| Humanistic and Artistic Ways of Knowing | | 3 |
| Elective in GEOL | | 4 |
| Elective in GEOL | | 3 |
| Hours | | 14 |
| Spring Term 2 | | Hours |
| GEOL 249 | Mineralogy and Optical Mineralogy | 4 |
| GEOL 345 | Structural Geology | 4 |
| Elective in GEOL | | 3 |
| Societal Ways of Knowing | | 3 |
| Hours | | 14 |

| | | | |
|---------------------------------|--|--------------------|------------|
| Summer Term 2 | | | |
| GEOL 302 | Field Geology Methods | | 3 |
| | | Hours | 3 |
| Fall Term 3 | | | |
| GEOL 324 | Principles of Stratigraphy and Sedimentation | | 4 |
| GEOL 326 | Igneous and Metamorphic Petrology | | 4 |
| Elective in GEOL | | | 3 |
| Elective in GEOL | | | 3 |
| | | Hours | 14 |
| Spring Term 3 | | | |
| ENGL 318 | Science Writing | | 3 |
| American Diversity Course | | | 3 |
| Elective in GEOL | | | 3 |
| Elective in GEOL | | | 3 |
| Oral Communication Course | | | 3 |
| | | Hours | 15 |
| Summer Term 3 | | | |
| GEOL 490 | Geology Field Camp | | 3 |
| | | Hours | 3 |
| Fall Term 4 | | | |
| GEOG 385 | Foundations of GIS | | 3 |
| Elective in GEOL | | | 3 |
| Elective in GEOL | | | 3 |
| Elective in GEOL | | | 3 |
| Elective Course | | | 3 |
| | | Hours | 15 |
| Spring Term 4 | | | |
| GEOL 422 | Principles of Geophysics | | 4 |
| Societal Ways of Knowing Course | | | 3 |
| Elective in GEOL | | | 3 |
| Elective in GEOL | | | 3 |
| Elective Course | | | 1 |
| | | Hours | 14 |
| | | Total Hours | 120 |

Energy Resiliency Option

| | | | Hours |
|--|--|--------------|--------------|
| Fall Term 1 | | | |
| ENGL 101 | Writing and Rhetoric I | | 3 |
| GEOG 165 or GEOG 200 | Human Geography (Recommended - Both courses fulfill Social & Behavioral Ways of Knowing and International requirements) or World Cultures and Globalization | | 3 |
| MATH 143 | College Algebra | | 3 |
| MATH 144 | Precalculus II: Trigonometry | | 1 |
| (GEOL 101 AND GEOL 101L) OR (GEOL 111 AND GEOL 111L) | | | 4 |
| | | Hours | 14 |
| Spring Term 1 | | | |
| ENGL 102 | Writing and Rhetoric II | | 3 |
| CHEM 111 | General Chemistry I | | 3 |
| CHEM 111L | General Chemistry I Laboratory | | 1 |
| GEOL 102 | Historical Geology | | 3 |
| GEOL 102L | Historical Geology Lab | | 1 |
| MATH 170 | Calculus I | | 4 |
| | | Hours | 15 |
| Fall Term 2 | | | |
| GEOL 212 | Dinosaurs and Prehistoric Life | | 4 |
| MSE 201 | Course MSE 201 Not Found | | 3 |
| GEOL 318 | Economic Geology | | 3 |
| (PHYS 111 AND PHYS 111L) OR (PHYS 211 AND PHYS 211L) | | | 4 |
| | | Hours | 14 |
| Spring Term 2 | | | |
| GEOL 249 | Mineralogy and Optical Mineralogy | | 4 |
| GEOL 345 | Structural Geology | | 4 |
| GEOG 385 | Foundations of GIS | | 3 |
| Social and Behavioral Ways of Knowing Course | | | 3 |
| | | Hours | 14 |
| Summer Term 2 | | | |
| GEOL 302 | Field Geology Methods | | 3 |
| | | Hours | 3 |

Fall Term 3

| | | |
|----------|--|---|
| GEOG 313 | Global Climate Change | 3 |
| GEOL 324 | Principles of Stratigraphy and Sedimentation | 4 |
| GEOL 326 | Igneous and Metamorphic Petrology | 4 |
| GEOL 462 | Petroleum Systems and Energy Transitions | 3 |

Hours **14**

Spring Term 3

| | | |
|--|-----------------------------------|---|
| ENGL 318 | Science Writing | 3 |
| MSE 438 | Fundamentals of Nuclear Materials | 3 |
| American Diversity Course | | 3 |
| Oral Communication Course | | 3 |
| Humanistic and Artistic Ways of Knowing Course | | 3 |

Hours **15**

Summer Term 3

| | | |
|-------------------------|---|---|
| GEOL 490 or GEOL 489 | Geology Field Camp or Virtual Field Camp | 3 |
|-------------------------|---|---|

Hours **3**

Fall Term 4

| | | |
|---|--|---|
| GEOL 471 | Ore Deposits and Exploration | 3 |
| GEOG 435 | Climate Change Mitigation | 3 |
| ENVS 485 | Energy Efficiency and Conservation | 3 |
| GEOG 350 | Sustainability of Global Development (Recommended) | 3 |
| Humanistic and Artistic Ways of Knowing | | 3 |

Hours **15**

Spring Term 4

| | | |
|----------|------------------------------------|---|
| GEOL 422 | Principles of Geophysics | 4 |
| ENVS 484 | History of Energy | 3 |
| GEOG 488 | Geography of Energy Systems | 3 |
| ENVS 415 | Environmental Lifecycle Assessment | 3 |

Hours **13**

Total Hours **120**

Environmental Hydrogeology Option

Hours

| | | |
|--|--|---|
| Fall Term 1 | | |
| ENGL 101 | Writing and Rhetoric I | 3 |
| GEOL 101 or GEOL 111 | Physical Geology or Physical Geology for Science Majors | 3 |
| GEOL 101L or GEOL 111L | Physical Geology Lab or Physical Geology for Science Majors Lab | 1 |
| MATH 143 | College Algebra | 3 |
| MATH 144 | Precalculus II: Trigonometry | 1 |
| Humanistic and Artistic Ways of Knowing Course | | 3 |
| Oral Communication Course | | 3 |

Hours **17**

Spring Term 1

| | | |
|-----------|--------------------------------|---|
| CHEM 111 | General Chemistry I | 3 |
| CHEM 111L | General Chemistry I Laboratory | 1 |
| ENGL 102 | Writing and Rhetoric II | 3 |
| GEOL 102 | Historical Geology | 3 |
| GEOL 102L | Historical Geology Lab | 1 |
| MATH 170 | Calculus I | 4 |

Hours **15**

Fall Term 2

| | | |
|--|--|---|
| GEOL 309 | Ground Water Hydrology | 3 |
| MATH 175 or STAT 251 or STAT 301 | Calculus II or Statistical Methods or Probability and Statistics | 4 |
| (PHYS 111 AND PHYS 111L) OR (PHYS 211 AND PHYS 211L) | | 4 |
| Social and Behavioral Ways of Knowing Course | | 3 |

Hours **14**

Spring Term 2

| | | |
|--|--|---|
| GEOL 249 | Mineralogy and Optical Mineralogy | 4 |
| GEOL 345 | Structural Geology | 4 |
| STAT 251 or MATH 175 or STAT 301 | Statistical Methods or Calculus II or Probability and Statistics | 3 |
| (PHYS 112 AND PHYS 112L) OR (PHYS 211 AND PHYS 211L) | | 4 |

Hours **15**

Summer Term 2

| | | |
|--------------|-----------------------|----------|
| GEOL 302 | Field Geology Methods | 3 |
| Hours | | 3 |

Fall Term 3

| | | |
|--------------|--|-----------|
| GEOL 324 | Principles of Stratigraphy and Sedimentation | 4 |
| GEOL 326 | Igneous and Metamorphic Petrology | 4 |
| GEOL 361 | Geology and the Environment | 3 |
| ENGL 318 | Science Writing | 3 |
| Hours | | 14 |

Spring Term 3

| | | |
|--|--|-----------|
| GEOL 474 or GEOL 435 | Stable Isotopes in the Environment or Glaciology and the Dynamic Frozen Earth | 3 |
| HYDR 412 | Environmental Hydrogeology | 3 |
| GEOG/MATH/CHEM, Major Elective Course | | 3 |
| Social and Behavioral Ways of Knowing Course | | 3 |
| American Diversity Course | | 3 |
| Hours | | 15 |

Summer Term 3

| | | |
|-------------------------|---|----------|
| GEOL 490 or GEOL 489 | Geology Field Camp or Virtual Field Camp | 3 |
| Hours | | 3 |

Fall Term 4

| | | |
|---|---------------------------|-----------|
| GEOL 410 | Groundwater Field Methods | 3 |
| HYDR 409 | Quantitative Hydrogeology | 3 |
| GEOG 385 | Foundations of GIS | 3 |
| Humanistic and Artistic Ways of Knowing | | 3 |
| GEOG/MATH/CHEM, Major Elective Course | | 3 |
| Hours | | 15 |

Spring Term 4

| | | |
|---|--------------------------|-----------|
| GEOL 422 | Principles of Geophysics | 4 |
| GEOL 428 | Geostatistics | 3 |
| GEOL 431 | Chemical Hydrogeology | 3 |
| International Course (GEOG 350 recommended) | | 3 |
| Hours | | 13 |

| | |
|--------------------|------------|
| Total Hours | 124 |
|--------------------|------------|

Sustainable Mining and Earth Resource Management Option**Freshman****Fall Term 1**

| | | Hours |
|---------------------------|--|--------------|
| ENGL 101 | Writing and Rhetoric I | 3 |
| MATH 143 | College Algebra | 3 |
| MATH 144 | Precalculus II: Trigonometry | 1 |
| GEOL 101 or GEOL 111 | Physical Geology or Physical Geology for Science Majors | 3 |
| GEOL 101L or GEOL 111L | Physical Geology Lab or Physical Geology for Science Majors Lab | 1 |
| GEOG 165 or GEOG 200 | Human Geography (Recommended - Both courses fulfill Social & Behavioral Ways of Knowing and International requirements) or World Cultures and Globalization | 3 |
| Oral Communication Course | | 3 |
| Hours | | 17 |

Spring Term 1

| | | |
|--------------|--------------------------------|-----------|
| ENGL 102 | Writing and Rhetoric II | 3 |
| CHEM 111 | General Chemistry I | 3 |
| CHEM 111L | General Chemistry I Laboratory | 1 |
| GEOL 102 | Historical Geology | 3 |
| GEOL 102L | Historical Geology Lab | 1 |
| MATH 170 | Calculus I | 4 |
| Hours | | 15 |

Sophomore**Fall Term 2**

| | | |
|--|--|-----------|
| GEOL 318 | Economic Geology | 3 |
| GEOL 324 | Principles of Stratigraphy and Sedimentation | 4 |
| PHYS 111 or PHYS 211 | General Physics I or Engineering Physics I | 3 |
| PHYS 111L or PHYS 211L | General Physics I Lab or Laboratory Physics I | 1 |
| Humanistic and Artistic Ways of Knowing Course | | 3 |
| Hours | | 14 |

Spring Term 2

| | | |
|--------------|-----------------------------------|-----------|
| GEOL 249 | Mineralogy and Optical Mineralogy | 4 |
| GEOL 345 | Structural Geology | 4 |
| GEOG 385 | Foundations of GIS | 3 |
| CE 105 | Civil Engineering Drafting | 3 |
| Hours | | 14 |

Summer Term 2

| | | |
|--------------|-----------------------|----------|
| GEOL 302 | Field Geology Methods | 3 |
| Hours | | 3 |

Junior**Fall Term 3**

| | | |
|--------------|--|-----------|
| CE 211 | Engineering Surveying | 3 |
| GEOL 326 | Igneous and Metamorphic Petrology | 4 |
| GEOL 361 | Geology and the Environment | 3 |
| GEOL 462 | Petroleum Systems and Energy Transitions | 3 |
| Hours | | 13 |

Spring Term 3

| | | |
|--|--|-----------|
| ENGL 318 | Science Writing | 3 |
| FOR 207 or REM 280 | Properties of Artificial Growth Media or Introduction to Wildland Restoration | 1 |
| GEOL 498 or GEOL 400 or GEOE 499 | Senior Thesis (or internship) or Seminar or Directed Study | 2 |
| American Diversity Course | | 3 |
| Social and Behavioral Ways of Knowing Course | | 3 |
| Hours | | 12 |

Summer Term 3

| | | |
|-------------------------|---|----------|
| GEOL 490 or GEOL 489 | Geology Field Camp or Virtual Field Camp | 3 |
| Hours | | 3 |

Senior**Fall Term 4**

| | | |
|------------------------|---|-----------|
| GEOE 465 | Excavation and Materials Handling | 3 |
| GEOL 310 | Geological Core Logging | 1 |
| GEOL 471 | Ore Deposits and Exploration | 3 |
| ENVS 479 or NRS 488 | Introduction to Environmental Regulations or NEPA in Policy and Practice | 3 |
| HYDR 412 | Environmental Hydrogeology | 3 |
| Hours | | 13 |

Spring Term 4

| | | |
|---|---|------------|
| GEOG 350 | Sustainability of Global Development (International Course) | 3 |
| GEOL 428 | Geostatistics | 3 |
| GEOL 422 | Principles of Geophysics | 4 |
| GEOL 474 | Stable Isotopes in the Environment | 3 |
| Humanistic and Artistic Ways of Knowing | | 3 |
| Hours | | 16 |
| Total Hours | | 120 |

Geological Education Option**Fall Term 1**

| | | |
|--|------------------------------|-----------|
| ENGL 101 | Writing and Rhetoric I | 3 |
| MATH 143 | College Algebra | 3 |
| MATH 144 | Precalculus II: Trigonometry | 1 |
| (GEOL 101 AND GEOL 101L) OR (GEOL 111 AND GEOL 111L) | | 4 |
| Oral Communication Course | | 3 |
| Hours | | 14 |

Spring Term 1

| | | |
|--------------|--------------------------------|-----------|
| CHEM 111 | General Chemistry I | 3 |
| CHEM 111L | General Chemistry I Laboratory | 1 |
| ENGL 102 | Writing and Rhetoric II | 3 |
| GEOL 102 | Historical Geology | 3 |
| GEOL 102L | Historical Geology Lab | 1 |
| MATH 170 | Calculus I | 4 |
| Hours | | 15 |

Fall Term 2

| | | |
|--|--|---|
| BIOL 115 | Cells and the Evolution of Life | 3 |
| BIOL 115L | Cells and the Evolution of Life Laboratory | 1 |
| GEOL 249 | Mineralogy and Optical Mineralogy | 4 |
| (PHYS 111 AND PHYS 111L) OR (PHYS 211 AND PHYS 211L) | | 4 |

| | | |
|--|--|------------|
| Humanistic and Artistic Ways of Knowing Course | | 3 |
| | Hours | 15 |
| Spring Term 2 | | |
| GEOG 100 | Introduction to Planet Earth | 3 |
| GEOG 100L | Introduction to Planet Earth Lab | 1 |
| GEOG 212 | Dinosaurs and Prehistoric Life | 4 |
| GEOG 326 | Igneous and Metamorphic Petrology | 4 |
| Social and Behavioral Ways of Knowing Course | | 3 |
| | Hours | 15 |
| Summer Term 2 | | |
| GEOG 302 | Field Geology Methods | 3 |
| | Hours | 3 |
| Fall Term 3 | | |
| ENGL 318 | Science Writing | 3 |
| GEOG 385 | Foundations of GIS | 3 |
| GEOG 324 | Principles of Stratigraphy and Sedimentation | 4 |
| GEOG 345 | Structural Geology | 4 |
| MATH 175 OR MATH 330 OR STAT 251 | | 3 |
| | Hours | 17 |
| Spring Term 3 | | |
| GEOG 335 | Geomorphology | 3 |
| GEOG 422 | Principles of Geophysics | 4 |
| Social and Behavioral Ways of Knowing Course | | 3 |
| International Course | | 3 |
| | Hours | 13 |
| Summer Term 3 | | |
| GEOG 490 or GEOG 489 | Geology Field Camp or Virtual Field Camp | 3 |
| | Hours | 3 |
| Fall Term 4 | | |
| GEOG 423 | Principles of Geochemistry | 3 |
| PHYS 103 | General Astronomy | 3 |
| PHYS 104 | Astronomy Lab | 1 |
| American Diversity Course | | 3 |
| Elective Course | | 3 |
| | Hours | 13 |
| Spring Term 4 | | |
| GEOG 401 | Climatology | 3 |
| PLSC 205 | General Botany | 4 |
| Humanistic and Artistic Ways of Knowing Course | | 3 |
| Elective Course | | 2 |
| | Hours | 12 |
| | Total Hours | 120 |

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

Have learning outcomes changed?

Yes

Learning Objectives

Graduates will demonstrate fundamental content knowledge about geologic time, Earth materials and structure, and Earth systems and processes.

Graduates will be proficient in discipline-specific skills including field methods, laboratory methods, mapping and geospatial analysis, experimentation and data analysis, application of principles from other fields to the solution of geological problems, and specific technical skills appropriate to their intended careers.

Graduates will solve geologic problems using their skills in spatial reasoning, temporal reasoning, systematic thinking, and data collection and analysis.

Graduates will be able to design and carry out a project, collaborate with others, and communicate their work and their results to varying audiences.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

Our BS in Geology was revamped last year to include two new options (Energy Resiliency and Sustainable Mining). In doing this, the physical geology option was deleted and students in our department need it if they do not want to choose one of the other focus areas. This option is essential for professional licensing in Geology.

Supporting Documents

Learning Outcomes Template - BS Geological Sciences 2019-2020.docx

Reviewer Comments

Rebecca Frost (rfrost) (Wed, 07 Feb 2024 19:55:10 GMT): Adjusted Option selection as per R Love 2/7/24 to allow a credit range for requirements to 36-38 for Physical Geography option. Adjusted study plan to reflect elective areas and bring degree map total to 120 credits.

Sydney Beal (sbeal) (Fri, 09 Feb 2024 18:49:42 GMT): Replaced MSE 201 with ENGR 215 per subject/number course change

Sydney Beal (sbeal) (Tue, 13 Feb 2024 18:55:39 GMT): Missing learning outcomes added per UCC 2/12/24 meeting

Key: 239

Learning Outcomes System Template

NOTE: The purpose of this form is to avoid any loss of data from a system time out or other event. **Please type your assessment plan/report into this template first.** Then cut and paste it into the assessment system. If for some reason your information is not saved, please send this completed template to assessment@uidaho.edu to have it manually entered by our staff. (You can add more rows to the table if you have more learning outcomes, or leave rows blank if you have fewer.)

Program Name:

B.S Geological Sciences

Name and email of person completing this form:

Leslie Baker lbaker@uidaho.edu

What did your program learn from this assessment activity and how has it influenced the curriculum, teaching and/or assessment process?

Overall, most of our students are performing well in challenging lab- and field-based courses, and are successfully integrating the content from different classes and acquiring appropriate habits of mind for geologists. This is in agreement with informal reporting from employers who hire our students for summer internships and permanent positions.

Instructors are tweaking their exam practices in hopes of improving how well those assessments really reflect students' knowledge and skills. Instructors are also incrementally improving rubrics for better transparency in grading and better communication to students about course expectations.

The courses used in this assessment are all taught by early-career faculty (all pre-tenure, including two first-year faculty). The information from this activity will help them in refining their newly developed courses. Faculty with several years' experience have shared their materials and practices, such as example assignments and rubrics, with newer faculty in order to assist them.

Our faculty have recently completed a correlation matrix relating knowledge and skills taught in all our classes to content domains tested on the National Association of State Boards of Geology's Fundamentals of Geology examination. This process examined our curriculum to ensure that we were teaching all the necessary content for the learning outcomes below. This does not directly affect the results of this assessment process, but it is still important; this assessment process examines whether our students are learning the content we are teaching, but the correlation matrix examines whether that content is what our students need to know as future professional earth scientists. Initial analysis indicates that our program is satisfactory in most respects, but we will be using the matrix to guide future decisions on curriculum.

| Learning Outcome | Tools and Procedures | Benchmarks | Findings | Changes |
|---|--|--|---|--|
| <p>Graduates receiving a B.S. in Geological Sciences will demonstrate fundamental content knowledge about geologic time, Earth materials and structure, and Earth systems and processes.</p> | <p>Direct Measures</p> <p>Program assessment questions on class final exams for GEOL 324 Sedimentology and Stratigraphy, GEOL 326 Igneous and Metamorphic Petrology, GEOL 345 Structural Geology, and GEOL 422 Principles of Geophysics. At least one fall and one spring course will be assessed each year.</p> | <p>Performance Target</p> <p>Undergraduate geology majors will receive scores above 80% on the assessment questions.</p> | <p>Direct Findings</p> <p>Geol 324: The class average score for these questions was 80% This average is somewhat lower than previous years.</p> <p>Geol 422: Out of ten majors, nine scored above 80% on these questions, with an average score of 89%. One student scored a 76, and one student received an incomplete and has not yet taken the final exam.</p> | <p>Geol 324: For AY 2019-2020, switching exam structure to two short exams (lower score dropped) plus final exam, to improve student knowledge retention.</p> <p>Geol 422: In AY 2018-2019, changed final exam format to take-home, to reduce text anxiety and reliance on memorization, and allow students to focus on demonstrating what they know. This appears to have improved overall exam performance. In AY 2019-2020, mid-term exam format will also be changed to take-home.</p> |
| <p>Aligns with University Learning Outcomes: (Move the circle over the outcome desired)</p> <p><u>Learn and Integrate</u> Think and Create Communicate Clarify Purpose and Perspective Practice Citizenship</p> | <p>Indirect Measures</p> | <p>Stretch Target</p> | <p>Indirect Findings</p> | |
| Learning Outcome | Tools and Procedures | Benchmarks | Findings | Changes |
| <p>Graduates receiving a B.S. in Geological Sciences will be proficient in discipline-specific skills including field methods, laboratory methods, mapping and</p> | <p>Direct Measures</p> <p>Laboratory scores for GEOL 324, GEOL 326, GEOL 345, and GEOL 422. These courses have lab sections which teach</p> | <p>Performance Target</p> <p>Class average lab scores for undergraduate geology majors will be above 80%.</p> | <p>Direct Findings</p> <p>GEOL 324: Class lab scores averaged 83%.</p> <p>GEOL 422: Class lab scores averaged 88%</p> | <p>Geol 324: new scoring rubric attached for large lab project writeups and oral presentations</p> |

| | | | | |
|--|--|--|---|--|
| geospatial analysis, experimentation and data analysis, application of principles from other fields to the solution of geological problems, and specific technical skills appropriate to their intended careers. | fundamental disciplinary skills (optical and hand sample analysis of rock and mineral samples, field-based geospatial data collection and analysis, application of principles from other fields). At least one fall and one spring course will be assessed each year. | | overall. All but one student scored above 80%. | Geol 422: No changes are planned to lab exercises at this time. |
| Aligns with University Learning Outcomes: (Move the circle over the outcome desired) <u>Learn and Integrate</u> <u>Think and Create</u> Communicate Clarify Purpose and Perspective Practice Citizenship | Indirect Measures | Stretch Target | Indirect Findings | |
| Learning Outcome | Tools and Procedures | Benchmarks | Findings | Changes |
| Graduates receiving a B.S. in Geological Sciences will solve geologic problems using their skills in spatial reasoning, temporal reasoning, systematic thinking, and data collection and analysis. | Direct Measures Final project results for GEOL 490, Field Geology II. This capstone course integrates knowledge from all previous geology classes. It requires students to use their discipline-specific technical skills, make observations, and analyze and interpret their data. | Performance Target Students will score at least 80% overall on the elements evaluated by the rubric to evaluate the scientific quality of the final map project product and writeup. This rubric includes categories for quality of field notes, lithologic descriptions, geologic history, maps, and cross sections. | Direct Findings Three students were enrolled in Geol 490 in Summer 2018. All three performed extremely well on all metrics of scientific quality. Final course grades were two A's and one B, so this benchmark was met by all members of this very small class. | Instructorship of this class is changing in Summer 2019, but main class practices are not expected to change significantly. The 2019 class will be larger and will be a more statistically significant sampling of our overall student population. |

| | | | | |
|--|---|--|--|--|
| Aligns with University Learning Outcomes: (Move the circle over the outcome desired) Learn and Integrate <u>Think and Create</u> Communicate <u>Clarify Purpose and Perspective</u> Practice Citizenship | Indirect Measures | <u>Stretch Target</u> | Indirect Findings | |
| Learning Outcome | Tools and Procedures | Benchmarks | Findings | Changes |
| Graduates receiving a B.S. in Geological Sciences will be able to design and carry out a project, collaborate with others, and communicate their work and their results to varying audiences. | Direct Measures GEOL 490 Field Geology II field mapping project scores. Students work in pairs or groups (this is required in the field for safety purposes) and collaborate on planning, data collection, and interpretation. Students write their own project reports with analysis of their data. | <u>Performance Target</u> Students will score at least 80% overall on the elements evaluated by the rubric to evaluate the project design, collaboration, and communication aspects of the final mapping project and writeup. | Direct Findings This small class worked as a single group in the field. Their final mapping project was well designed and collaborative work was carried out effectively. The final reports were very good, with the exception that some students' draftsmanship of their maps and cross sections was not up to professional standards. | Basic draftsmanship, and standards of drafting map figures, will be emphasized more in future classes. We will examine where this skill can be developed in earlier classes, such as the Geol 290 Field Methods class, or the Geol 345 Structural Geology lab. |
| Aligns with University Learning Outcomes: (Move the circle over the outcome desired) Learn and Integrate <u>Think and Create</u> <u>Communicate</u> <u>Clarify Purpose and Perspective</u> <u>Practice Citizenship</u> | Indirect Measures | <u>Stretch Target</u> | Indirect Findings | |
| Learning Outcome | Tools and Procedures | Benchmarks | Findings | Changes |
| | Direct Measures | <u>Performance Target</u> | Direct Findings | |

| | | | | |
|---|-------------------|-----------------------|-------------------|--|
| | | | | |
| Aligns with University Learning Outcomes: (Move the circle over the outcome desired) <u>Learn and Integrate</u> Think and Create Communicate Clarify Purpose and Perspective Practice Citizenship | Indirect Measures | <u>Stretch Target</u> | Indirect Findings | |

Performance Target (the performance the program wants to see; this represents success for achieving the program-level learning outcome)

Stretch Target (a challenging but realistic target; the program could achieve this with some work)

525: GRAPHIC DESIGN UNDERGRADUATE CERTIFICATE

In Workflow

1. 086 Chair (delphine@uidaho.edu)
2. 09 Curriculum Committee Chair (stacyi@uidaho.edu)
3. 09 Dean (scorry@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
12. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 03 Oct 2023 01:29:18 GMT
Delphine Keim (delphine): Approved for 086 Chair
2. Wed, 04 Oct 2023 20:16:43 GMT
Stacy Isenbarger (stacyi): Approved for 09 Curriculum Committee Chair
3. Wed, 04 Oct 2023 20:28:36 GMT
Shauna Corry (scorry): Approved for 09 Dean
4. Sat, 07 Oct 2023 01:53:16 GMT
Linda Lundgren (lindalundgren): Rollback to Initiator
5. Sat, 07 Oct 2023 03:01:41 GMT
Delphine Keim (delphine): Approved for 086 Chair
6. Sat, 07 Oct 2023 03:02:53 GMT
Stacy Isenbarger (stacyi): Approved for 09 Curriculum Committee Chair
7. Thu, 26 Oct 2023 18:00:09 GMT
Shauna Corry (scorry): Approved for 09 Dean
8. Thu, 26 Oct 2023 23:18:35 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
9. Thu, 21 Dec 2023 20:16:16 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Tue, 16 Jan 2024 21:33:34 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
11. Thu, 08 Feb 2024 21:57:46 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
12. Tue, 13 Feb 2024 19:09:34 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Sat, 07 Oct 2023 03:01:15 GMT

Viewing: 525 : Graphic Design Undergraduate Certificate

Last edit: Tue, 13 Feb 2024 19:09:12 GMT

Changes proposed by: Delphine Keim

Faculty Contact

| Faculty Name | Faculty Email |
|---------------|---------------------|
| Delphine Keim | delphine@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Art & Architecture

Department/Unit:

Art & Design

Effective Catalog Year

2024-2025

Program Title

Graphic Design Undergraduate Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

50.0409 - Graphic Design.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Discribe the financial impact

The certificate has been developed with existing courses. There is no financial impact.

Curriculum:

All required coursework must be completed with a grade of C or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

| Code | Title | Hours |
|--------------------------------|-------------------------------------|--------------|
| Select one of the following: | | 3 |
| ART 205 | Visual Culture | |
| ART 213 | History and Theory of Modern Design | |
| ART 323 | History of Typography | |
| Select two from the following: | | 6 |
| ART 221 | Introduction to Graphic Design | |

COURSE NAME: ART 271 INTRODUCTION TO INTERACTION DESIGN

Meeting Days and Times:

Semester Offered:

INSTRUCTOR: Dave Gottwald and/or Graduate Teaching Assistant with industry experience and practicum.

Catalog Description

Creative problem solving with emphasis on User Experience (UX) and User Interaction (UI) design practices for mobile devices. Exercises and projects assigned include project proposal, product identity, design personas, user personas, development of user interfaces, documentation of product user flows, and live prototyping. Design process, prototyping, and industry standard software will be used. Two 3-hour studios per week and assigned work.

Learning Outcomes

- Introduction to User Experience (UX) and User Interaction (UI) design fundamentals including research, sketching, fidelity, iteration, prototyping, and documentation.
- Understanding of the unique properties and constraints of 2D layout within the mobile device screen space.
- Exploration of interface design for mobile devices using existing design systems by customizing and redesigning existing assets.
- Development of product persona and app identity.
- Development of proto user personas based on interviews.
- Documentation of app user flows and writing a basic use case.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Conception and design of visual communications and systems involving various integrations of the elements of professional practice. Understanding and use of basic visual communication principles and processes. Ability to incorporate research and findings regarding people and contexts into communication design decision-making. Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills.

COURSE REQUIREMENTS

7 Projects – Use design process to investigate alternate solutions to visual problems involving typography and letterforms towards refined final projects.

Participation – Contribution during critiques, documentation process, willingness to share suggestions with your peers and incorporate peer and instructor feedback into your own work.

| | | |
|------------------------------|---|---|
| ART 222 | Introduction to Typography | |
| ART 271 | Introduction to Interaction Design | |
| Select one of the following: | | 3 |
| ART 321 | Graphic Design: Concepts | |
| ART 322 | Graphic Design: Studio | |
| ART 370 | Interaction/Experiential Design: Concepts | |
| ART 373 | Interaction/Experiential Design: Studio | |

Total Hours**12****Courses to total 12 credits for this certificate**

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Students will gain:

- Ability to conceive and design visual communications and systems.
- Ability to read text and image for implicit and explicit messages.
- Ability to use the design process and design thinking.
- Understanding of how to incorporate research and findings regarding people and contexts into decision-making.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Each of the three upper division studio options has a portfolio requirement. The final studio will function like a capstone experience for the certificate. The portfolio will tell the most of the story regarding the achievement of learning outcomes for the program. The portfolio of projects is the primary artifact for assessment. Secondary artifacts include prompt-driven reflective writings with each project. Assessment of each portfolio will cover the learning outcomes for the program.

How will you ensure that the assessment findings will be used to improve the program?

The quality of portfolios will demonstrate which skills are being developed and synthesized by our students. We will use our assessment findings of their project work to adjust the briefs given in each studio course and refine our introduction of the software skills required to successfully complete those projects. This may include advising students to take additional courses to better support their efforts.

What direct and indirect measures will be used to assess student learning?

Portfolios, critical writing, and exams will provide direct measures. Oral reflection (during critiques) and written reflections will provide indirect measures.

When will assessment activities occur and at what frequency?

Interim and final critiques will be conducted at the end of each studio project with a range of as few as two (more complex upper division work), and up to six projects per studio. Written reflections will be prompted at the conclusion of each formal critique. History/theory courses will have three or more options for assessment activities including quizzes, projects and essays, and exams.

Student Learning Outcomes

Learning Objectives

Students will gain:

- Ability to conceive and design visual communications and systems.
- Ability to read text and image for implicit and explicit messages.
- Ability to use the design process and design thinking.
- Understanding of how to incorporate research and findings regarding people and contexts into decision-making.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

By offering this certificate we help the other programs reduce the need to stand up similar courses and allow for a way to recognize this concentrated coursework that leads to competence in graphic design. Primary audiences include non-majors, adjacent majors, continuing education for those in the workplace, and other non-traditional students. A future version of this certificate might include online/asynchronous options.

Supporting Documents

ART 221 Introduction to Graphic Design.pdf
ART 370 Interaction and Experiential Design Concepts.pdf
ART 323 History of Typography.pdf
ART 322 Graphic Design Studio.pdf
ART 321 Graphic Design Concepts.pdf
ART 271 Introduction to Interaction Design.pdf
ART 222 Introduction to Typography.pdf
ART 373 Interaction and Experiential Design Studio.pdf
ART 213 History and Theory of Modern Design.pdf
ART 205 Visual Culture.pdf
525 Program Description.docx
525 Program Description.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Fri, 06 Oct 2023 23:53:55 GMT): 10/6/23: Program description attached. Answer to self-support changed to no.

Linda Lundgren (lindalundgren) (Sat, 07 Oct 2023 01:53:16 GMT): Rollback: Rolling back to dept. Both boxes of the student learning outcomes need to match.

Rebecca Frost (rfrost) (Thu, 21 Dec 2023 20:16:08 GMT): Curriculum edited to catalog standards.

Key: 525

COURSE NAME: ART 221, INTRODUCTION TO GRAPHIC DESIGN

Meeting Days and Times:

Semester Offered: Fall

INSTRUCTOR: Delphine Keim and/or Graduate Teaching Assistant with industry experience and practicum

Course Overview

(Catalog Description) Creative problem solving with emphasis on two dimensional solutions to formal and conceptual design problems; fundamental design principles are reiterated and developed into visual communication using word and image. Design process, prototyping and industry standard software will be used. Recommended Preparation: Working knowledge of digital design software or ART 216 (strongly recommended). Two 3-hour studios per week and assigned work.

LEARNING Outcomes

- Students will be introduced to simplified communication design problems and consider strategies used by designers to address similar design problems.
- Students will translate skills gained in foundation courses into working with type and image. Students will communicate the nature of their work in informal and formal critiques and reflections, written assignments, and presentations.
- In their research for creative work and written assignments, students will learn about how designers worldwide are addressing design problems and connect the research to their own design interests.
- Participation in the studio culture will help individuals cultivate a variety of leadership skills as well as independent drive. The studio is a microcosm of opportunities to apply principles of ethical leadership collaborative engagement and socially responsible behavior. As students develop and reflect upon their projects in class, they realize their interdependence with respect to the studio and critique culture they establish. Students learn to invest in and respect one another for their creative activity. Students along with faculty hold each other accountable for showing respect and commitment to a diversity of collective and independent goals.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: understanding and use of basic visual communication principles and processes, the ability to conceive and to design visual communications and systems involving various integrations of the elements of professional practice and understanding of and the ability to use technology.

COURSE REQUIREMENTS

4 Projects – Use design process to investigate alternate solutions to visual problems towards refined final projects.

Peer Assessment – Written feedback given to students in small groups with instructor input.

Written Reflection – Demonstrates awareness of strengths and weaknesses to solution for the past assignment.

Participation – Contribution during critiques, documentation of design process, willingness to share suggestions with your peers.

525: Graphic Design Certificate Program Description

The Graphic Design Certificate is a concentrated area of study that develops visual design competency through coursework in three areas: history/theory, lower-division design studios, and culminating in an upper-division design studio. With this certificate students develop portfolios demonstrating competency in graphic design relevant to many professional settings.

525 Program Description:

The Graphic Design Certificate is a concentrated area of study that develops visual design competency through coursework in three areas: history/theory, lower-division design studios, and culminating in an upper-division design studio. With this certificate students develop portfolios demonstrating competency in graphic design relevant to many professional settings.

COURSE NAME: ART 205 VISUAL CULTURE

Meeting Days and Times:

Semester Offered:

INSTRUCTOR: Staff

Catalog Description

An introduction to the interdisciplinary approaches in art history, visual studies, film and media studies, sociology, and the general field of cultural studies that constitute the field of visual culture. Visual Culture addresses the societal, cultural, economic, aesthetic, and political dimensions and provocations of images and the visual in our contemporary world. This course offers a broad introduction to the most important critical and theoretical methods for the analysis, critique, and evaluation of visual culture.

Learning Outcomes

- Broad overview of what constitutes visual culture and how that context varies from region to region and people to people around the world.
- Understanding of the distinction between micro- and macro- levels of visual artifacts.
- Examination of the intersections between different kinds of visual artifacts.
- Understanding of the distinction and overlap between visual and material culture.
- Examination of how visual culture and the artifacts produced by societies varies and evolves over time, from early civilizations to the present.
- Acquisition of a critical vocabulary of visual culture and its varied products.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills.

COURSE REQUIREMENTS

Projects / Responses – Students have the option of responding to given prompts by creating a visual work or writing a short research paper.

Exams – Multiple-choice assessment drawn from questions submitted by students.

Participation – Contribution to in-class discussion.

COURSE NAME: ART 213 HISTORY AND THEORY OF MODERN DESIGN

Meeting Days and Times:

Semester Offered:

INSTRUCTOR: Staff

Catalog Description

Study, analysis, and critique of design history and theory from Industrial Revolution to the present. Historical and theoretical analysis of the emergence of the industrial, product, graphic, and interaction/experience design professions and the relationship between design products, corporations, and global communities. Throughout the course we will critically examine and address the theoretical and practical aspects of contemporary design. Topics considered include: industrialization and modernism; design and propaganda; design and the modernist avant-garde; design and nationalism; the politics and economics of global design movements; and design and advertising.

Learning Outcomes

- Exploration of the history and theory of modernist design from the 18th to the late 20th Century.
- Discussion of such critical topics as the sources of modernism, graphic design's role in propaganda, the Avant-garde and its relationship to popular culture, multinational corporations and global economics, the politics and economics of design, and a comparison of contemporary design cultures.
- Review of the intersections and cross-fertilization between art and design in global context with an exploration of Modernist design in non-European settings: China, Japan, Latin America, the Middle East, and the Indian subcontinent.
- Examination of products, furniture, packaging, advertising, typography, and examples of graphic and industrial design through the lens of historical development and impact.
- Examination of the theoretical dimensions of modernism.
- Acquisition of a critical vocabulary of contemporary design.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills.

COURSE REQUIREMENTS

Online Discussion – Students are provided with readings and videos to review on their own and then engage in asynchronous online discussion posts.

Projects / Responses – Students have the option of responding to given prompts by creating a visual work or writing a short research paper.

Final Project – Students have the option of creating a final visual work or writing a final paper.

Participation – Contribution to in-class discussion.

COURSE NAME: ART 373 INTERACTION / EXPERIENTIAL DESIGN: STUDIO

Meeting Days and Times:

Semester Offered:

INSTRUCTOR: Dave Gottwald

Catalog Description

User Experience (UX) and User Interaction (UI) problem solving at an advanced level. In addition to design and development, strategies for client interaction, project presentation and production preparation are practiced. Two 3-hour studios per week and assigned work.

Learning Outcomes

- Advanced problem solving leveraging prior understanding of User Experience (UX) and User Interaction (UI) design fundamentals.
- Advanced testing and documentation.
- Development of User Experience Use Cases and how to properly tell the story of a use case in one's professional portfolio.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Conception and design of visual communications and systems involving various integrations of the elements of professional practice. Acquisition of collaborative skills and the ability to work effectively in interdisciplinary or multidisciplinary teams to solve complex problems. Understanding and use of basic visual communication principles and processes. Ability to incorporate research and findings regarding people and contexts into communication design decision-making. Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills. Experience in applying design knowledge and skills beyond the classroom.

COURSE REQUIREMENTS

Various Projects – Project work varies from term to term. Past assignments have included cohesive multimedia design solutions spanning spaces and screens using established intellectual properties (IP) in a fictionalized setting, and service learning (client work) for the University of Idaho Office of Information Technology (OIT).

Participation – Group presentations, collaboration and ideation with outside stakeholders, documentation of process, willingness to share suggestions with your peers and incorporate peer, instructor, and stakeholder feedback into your own work.

COURSE NAME: ART 222 INTRODUCTION TO TYPOGRAPHY

Meeting Days and Times:

Semester Offered: Spring

INSTRUCTOR: Dave Gottwald and/or Graduate Teaching Assistant with industry experience and practicum.

Catalog Description

Visual communication design with emphasis on typography, letterforms, and typographic syntax. Ideas are developed into thoughtful visual communication through the exploration of typographic conventions and the use of type as image. Introduction to history and theory of typography. Working knowledge of digital design software or ART 216 (strongly recommended). Two 3-hour studios per week and assigned work.

Learning Outcomes

- Introduction to the fundamentals of typographic communication using a combination of Adobe Photoshop, Adobe Illustrator, Adobe InDesign, and Adobe Acrobat.
- In-depth exploration of the design fundamentals of 2D composition, combining text and image across a variety of standard formats with a strong focus on professional typesetting skills from posters to multi-page documents. Students also learn about the expressive nature of typography and explore how type can function as image.
- Develop the ability to think, write, and speak about typography critically and fluently.
- Participation in the studio culture will help individuals cultivate a variety of leadership skills as well as independent drive. The studio is a microcosm of opportunities to apply principles of ethical leadership collaborative engagement and socially responsible behavior. As students develop and reflect upon their projects in class they realize their interdependence with respect to the studio and critique culture they establish. Students learn to invest in and respect one another for their creative activity. Students along with faculty hold each other accountable for demonstrating respect and commitment to a diversity of collective and independent goals.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Solve communication problems, describe and respond to the audiences and contexts which communication solutions must address, create and develop visual form in response to communication problems, understanding of tools and technology.

COURSE REQUIREMENTS

7 Projects – Use design process to investigate alternate solutions to visual problems involving typography and letterforms towards refined final projects.

Participation – Contribution during critiques, documentation process, willingness to share suggestions with your peers and incorporate peer and instructor feedback into your own work.

COURSE NAME: ART 321, GRAPHIC DESIGN CONCEPTS

Meeting Days and Times:

Semester Offered: Fall

INSTRUCTOR: Delphine Keim

Course Overview Advanced design problems that center on individual development and the exploration of contemporary design issues. The conceptual potential of words and images is emphasized. Individual and group work. Two 3-hour studios per week and assigned work.

LEARNING Outcomes

To reinforce a design process that:

- Values a broad preliminary exploration of ideas.
- Allows the designer to think critically about content.
- Gives the designer an opportunity to incorporate critical input.
- Concludes with a well-researched, well-conceived final project.

To gain a deep understanding of:

- The use of a unifying concept.
- What makes communication compelling.
- Visual communication that is appropriate for a given audience.
- The use of formal design principles with a strong concept.
- For portfolios to demonstrate the knowledge gained in the course.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Conception and design of visual communications and systems involving various integrations of the elements of professional practice. Acquisition of collaborative skills and the ability to work effectively in interdisciplinary or multidisciplinary teams to solve complex problems. Understanding and use of basic visual communication principles and processes. Ability to incorporate research and findings regarding people and contexts into communication design decision-making. Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills. Experience in applying design knowledge and skills beyond the classroom.

COURSE REQUIREMENTS

This work should leverage every facet of your ability as a designer. Projects have been devised to help students generate work that demonstrates sound visual design, showcases conceptual ability, and is executed in a highly refined and professional manner.

Assignments include:

- 3 individual projects (highly refined, portfolio-ready work)
- 3 exercises (less realized work where the focus is on design thinking)
- group work (systems thinking, teamwork)
- participation and reflection with each assignment; you will be assessing each other with respect to participation in group work
- a final portfolio with work that has been revised after the critiques

Participation – Group presentations, collaboration and ideation with outside stakeholders, documentation of process, willingness to share suggestions with your peers and incorporate peer, instructor, and stakeholder feedback into your own work.

COURSE NAME: ART 322, GRAPHIC DESIGN STUDIO

Meeting Days and Times:

Semester Offered: Spring

INSTRUCTOR: Delphine Keim

Course Overview

Visual communication design and problem solving in the community environment; strategies for client interaction, project presentation and production preparation are practiced. Two 3-hour studios per week and assigned work.

LEARNING Outcomes

This course will allow you to apply design and problem-solving skills to real world assignments.

You will:

- develop your conceptual, compositional, and technical abilities
- develop your ability to communicate, interact and present to clients
- learn about designing in a community context
- develop your visual and verbal presentation skills
- focus on your individual development and point of view as a designer

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Conception and design of visual communications and systems involving various integrations of the elements of professional practice. Acquisition of collaborative skills and the ability to work effectively in interdisciplinary or multidisciplinary teams to solve complex problems. Understanding and use of basic visual communication principles and processes. Ability to incorporate research and findings regarding people and contexts into communication design decision-making. Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills. Experience in applying design knowledge and skills beyond the classroom.

COURSE REQUIREMENTS

Projects You will complete about 4 projects over the semester. Because these are stakeholder driven projects, they will have real-world deadlines for which we will work out production schedules as a class.

Writing You will be required to provide written project briefs, conceptual synopses, and project reflections as evidence that you are fully considering your design process as well as synthesizing information gained in the undertaking of projects.

Presentations This semester you will be presenting your work to clients. This is different from discussions with peers in critique. We will focus on how to discuss the features of your design based on the stakeholder's priorities.

Critiques Work will be reviewed prior to client meetings. Your contribution during critiques is a part of your participation grade.

COURSE NAME: ART 323 HISTORY OF TYPOGRAPHY

Meeting Days and Times:

Semester Offered: Spring

INSTRUCTOR: Dave Gottwald

Catalog Description

History and Theory of Typography: Historical and theoretical survey of typography and graphic technologies from the invention of writing to the present. The course begins with the study of writing before the printing press and continues detailing the origin of European typography and design for printing through the Industrial Revolution and the invention of photography. The study of typography in the modernist era follows, including close examination of Bauhaus and Neue Typographie, the Swiss Neue Graphik and subsequent developments in America and abroad. A detailed study of the practical, historical, and theoretical implications of digital typography will conclude the course.

Learning Outcomes

- Understanding of how the design of Roman letterforms has evolved from before the printing press to the digital age.
- Intimate familiarity with how changes in technology affect typeface design and application, and how this evolution is inseparable from the practices of publishing, printing, and visual and graphic design.
- Production of visual works that express the visual literacy of specific time periods in the history of Roman letterforms.
- Ability to identify key typefaces by era, classification, and name.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills.

COURSE REQUIREMENTS

7 Projects / Responses – Students have the option of producing a written response to a prompt, or a visual response in the form of a poster. Non-majors tend to take the written option. Poster designs must draw from a list of provocations and must typographically represent the sensibilities and visual literacy of the time period each is commenting on.

14 Typeface Tracings – Students must complete weekly typeface alphabet tracings, one in pencil and one in ink, of typeface samples that represent each era of study.

Midterm + Final Project – A single visual essay project divided into two parts. Students must find a set number of typographic samples from a list of categories spanning all eras of study, photograph them, and conduct basic research including classification and, if possible, designer, date, and typeface family name.

Participation – Contribution to discussion and critiques, willingness to share suggestions with your peers and incorporate peer and instructor feedback into your own work.

COURSE NAME: ART 370 INTERACTION / EXPERIENTIAL DESIGN: CONCEPTS

Meeting Days and Times:

Semester Offered:

INSTRUCTOR: Dave Gottwald

Catalog Description

Advanced design problems that center on individual development and the exploration of contemporary design issues surrounding user, visitor, and guest experiences. The conceptual potential of placemaking using both mobile and tablet devices within the built environment is emphasized, as is prototyping, testing, and revision. Individual and group work. Two 3-hour studios per week and assigned work.

Learning Outcomes

- More advanced survey of User Experience (UX) and User Interaction (UI) design fundamentals including research, iteration, prototyping, revision, and documentation.
- Testing of live app prototypes with users and making design revision decisions based on that testing.
- Core understanding of the differences between users (digital technology), visitors (didactic contexts such as galleries and cultural institutions), and guests (hospitality contexts such as dining, retail, and recreation).
- Exploration of the interactive interplay between spaces and environments and devices and screens.
- Working in team(s) as well as with external stakeholders.

ACCREDITATION CRITERIA This class meets the following NASAD Performance Criteria in whole or in part: Conception and design of visual communications and systems involving various integrations of the elements of professional practice. Acquisition of collaborative skills and the ability to work effectively in interdisciplinary or multidisciplinary teams to solve complex problems. Understanding and use of basic visual communication principles and processes. Ability to incorporate research and findings regarding people and contexts into communication design decision-making. Understanding of and the ability to use technology. Understanding of and ability to use basic research and analysis procedures and skills. Experience in applying design knowledge and skills beyond the classroom.

COURSE REQUIREMENTS

Various Projects – Project work varies from term to term. Past assignments have included app design for mobile, tablet, and web; exhibit design for art galleries and cultural institutions, and service learning (client work) for the University of Idaho Office of Information Technology (OIT).

Participation – Group presentations, collaboration and ideation with outside stakeholders, documentation of process, willingness to share suggestions with your peers and incorporate peer, instructor, and stakeholder feedback into your own work.

542: INDIGENOUS RESEARCH AND EDUCATION GRADUATE CERTIFICATE

In Workflow

1. UI10 Chair (pstevens@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu; alisag@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
14. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
15. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Mon, 02 Oct 2023 22:26:52 GMT
Philip Stevens (pstevens): Approved for UI10 Chair
2. Thu, 05 Oct 2023 18:24:04 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Thu, 05 Oct 2023 21:39:45 GMT
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Thu, 05 Oct 2023 22:03:41 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
5. Thu, 19 Oct 2023 23:04:29 GMT
Linda Lundgren (lindalundgren): Approved for Provost's Office
6. Thu, 21 Dec 2023 20:32:57 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Fri, 19 Jan 2024 23:27:19 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
8. Tue, 23 Jan 2024 21:31:48 GMT
Theodore Unzicker (tunzicker): Rollback to Graduate Council Chair for Registrar's Office
9. Tue, 23 Jan 2024 21:54:12 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
10. Wed, 31 Jan 2024 17:18:34 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
11. Wed, 31 Jan 2024 18:00:39 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
12. Thu, 01 Feb 2024 18:55:37 GMT
Sydney Beal (sbeal): Rollback to Ready for UCC for UCC
13. Thu, 08 Feb 2024 22:00:33 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
14. Tue, 13 Feb 2024 19:41:03 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 02 Oct 2023 20:53:14 GMT

Viewing: 542 : Indigenous Research and Education Graduate Certificate

Last edit: Tue, 13 Feb 2024 19:37:19 GMT

Changes proposed by: Philip Stevens

Faculty Contact

| Faculty Name | Faculty Email |
|----------------|---------------------|
| Philip Stevens | pstevens@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Graduate

College

Letters Arts & Social Sciences

Department/Unit:

American Indian Studies

Effective Catalog Year

2024-2025

Program Title

Indigenous Research and Education Graduate Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

13

CIP Code

45.0201 - Anthropology.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

The new certificate will produce new tuition and fees.

Curriculum:

All required coursework must be completed with a grade of B or better (O-10-b (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

| Code | Title | Hours |
|---|---|-----------|
| ANTH 580 | Course ANTH 580 Not Found | 1 |
| ANTH 581 | Course ANTH 581 Not Found | 2 |
| ED 592 | Decolonizing, Indigenous, and Action-Based Research Methods | 3 |
| NRS 598 | Internship | 1 |
| 6 credits of electives chosen in consultation with a faculty advisor. | | 6 |
| Total Hours | | 13 |

Courses to total 13 credits for this certificate

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. Students will be able to navigate the academic institution in ways that affirm Indigenous peoples' goals and priorities while recognizing the ways the institutionalized educational systems has not been designed around these goals and priorities.
2. Students will understand the various ways that Indigenous STEM is practiced in communities, and how these relate to their own research and education.
3. Students will be able to examine how learning has happened in Indigenous communities and will be able to compare these with learning as presented in academic institutions.
4. Students will be able to explain principles of ethical partnering with Tribal communities and the ways that these are put into practice in their own research.
5. Students will analyze tribal sovereignty as a bedrock for addressing complex issues of sustainable community development in the US.
6. Students will design research that engages methodologies grounded of Indigenous epistemologies, ontologies and axiologies and scholarship in the field of Indigenous research.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

This new academic certificate will be part of the yearly assessment process of the university. Signature assignments will be embedded in courses. Students' performance on signature assignments will be used to determine the percentages of students who failed to meet, meet, or exceed expectations articulated in the program learning outcomes.

How will you ensure that the assessment findings will be used to improve the program?

Assessment findings will be reviewed during the annual assessment cycle and used to refine course signature assignments and course materials and content.

What direct and indirect measures will be used to assess student learning?

Signature assignments embedded in courses will serve as direct measures. Indirect measures will include consultations with local tribal representatives and invested parties.

When will assessment activities occur and at what frequency?

All learning outcomes will be assessed during a two year cycle (3 per year).

Student Learning Outcomes

Learning Objectives

1. Students will be able to navigate the academic institution in ways that affirm Indigenous peoples' goals and priorities while recognizing the ways the institutionalized educational systems has not been designed around these goals and priorities.
2. Students will understand the various ways that Indigenous STEM is practiced in communities, and how these relate to their own research and education.
3. Students will be able to examine how learning has happened in Indigenous communities and will be able to compare these with learning as presented in academic institutions.
4. Students will be able to explain principles of ethical partnering with Tribal communities and the ways that these are put into practice in their own research.
5. Students will analyze tribal sovereignty as a bedrock for addressing complex issues of sustainable community development in the US.
6. Students will design research that engages methodologies grounded of Indigenous epistemologies, ontologies and axiologies and scholarship in the field of Indigenous research.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Certificate in Indigenous Research and Education (CIRE) is foundational to the University of Idaho land-grant mission and seeks to enhance relational accountability between the university and Indigenous lands, people, and Knowledge Systems within the state of Idaho and the region. There is a desire within Indigenous communities and other invested communities to support transformative teaching and research that furthers partnerships with Tribes and Tribal-State nation building in higher education. Tribal leaders and representatives of the 11 MOU Tribe's serving on the President's Native American Advisory Committee note the need for increased graduate preparation to build capacity among both Tribal and non-Tribal citizens to develop an integrated understanding and application of Native American law, educational philosophies, and integrated natural resource management. This call is driven by a need to have research informed by Indigenous and relational methodologies in assessing and addressing contemporary social and environmental challenges.

The creation of ANTH 580; 581 and NRS 5xx and 598 will be a compilation of individual courses already being offered. ED 592 is an established class already being offered. No additional workload is expected.

Supporting Documents

Rationale_Course&Certificate.pdf
542_ Indigenous Research and Education program description .pdf
542 Program Description.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Fri, 06 Oct 2023 20:27:16 GMT): 10/6/23: LL attached the program description.

Linda Lundgren (lindalundgren) (Sat, 07 Oct 2023 02:16:05 GMT): LL: Changing self-support to no, per Dr. Stevens.

Linda Lundgren (lindalundgren) (Sat, 07 Oct 2023 02:21:31 GMT): LL: Uploading program description.

Linda Lundgren (lindalundgren) (Mon, 09 Oct 2023 18:54:05 GMT): Per Dr. Stevens, changing online program fee from "yes" to "no"

Linda Lundgren (lindalundgren) (Thu, 19 Oct 2023 23:03:35 GMT): Methods of delivery, per Dr. Philip Stevens: 1) Face to Face; 2: Fully Online; 3)Hybride.

Linda Lundgren (lindalundgren) (Thu, 19 Oct 2023 23:04:15 GMT): LL 10/18/23: Approved by GG, moving forward in workflow.

Theodore Unzicker (tunzicker) (Tue, 23 Jan 2024 21:31:48 GMT): Rollback: Rolled back so Stephanie Thomas can make edits.

Sydney Beal (sbeal) (Thu, 01 Feb 2024 18:55:37 GMT): Rollback: Rolled back per request

Sydney Beal (sbeal) (Tue, 13 Feb 2024 19:37:19 GMT): Removed NRS 504 and changed 3 credits of electives to 6 per UCC 2/12/24 meeting

Key: 542

110: B-4 REGULATION EDIT

In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
3. Ready for UCC (disable)
4. UCC (none)
5. Post-UCC Registrar (none)
6. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
7. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
8. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
9. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Wed, 10 Jan 2024 19:12:49 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Fri, 02 Feb 2024 17:39:24 GMT
Brenda Helbling (brendah): Approved for Provost's Office
3. Thu, 08 Feb 2024 22:05:26 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
4. Tue, 13 Feb 2024 20:49:54 GMT
Sydney Beal (sbeal): Approved for UCC
5. Wed, 14 Feb 2024 22:02:21 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 02 Jan 2024 16:38:11 GMT

Viewing: B-4 Regulation Edit

Last edit: Tue, 13 Feb 2024 20:49:23 GMT

Changes proposed by: Sydney Beal

Faculty Contact

| Faculty Name | Faculty Email |
|---------------|-------------------------|
| Lindsey Brown | lindseybrown@uidaho.edu |

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2024-2025

Title

B-4 Regulation Edit

Request Details

We would like to add additional language to the B-4 regulation titled "Registration for Courses Without Completion of Prerequisites" (see specific language in the attached document).

This change clarifies the regulation in regards to allowing faculty to drop students who do not (or no longer) meet prerequisites for a course. It includes a time frame that this may be processed and communicated to the student.

Supporting Documents

- B-4 Registration for Courses Without Completion of Prerequisites LB Edits 11-27-23.docx
- B-4 Registration for Courses Without Completion of Prerequisites LB Edits 11-27-23 gg-bh.docx

Reviewer Comments

Brenda Helbling (brendah) (Fri, 02 Feb 2024 17:39:19 GMT): Edits in second document discussed with Lindsey Brown. 2.2.24 BRH

Key: 110

B-4. Registration for Courses Without Completion of Prerequisites

Students who have not completed the prerequisites to a course for which they are otherwise eligible may register for the course with the instructor's approval.

Students who no longer meet course prerequisites may be dropped from the course no later than three business days prior to the first day of classes for the semester. Students must be notified of any subsequent changes in registration due to not meeting prerequisites.

B-4. Registration for Courses Without Completion of Prerequisites

Students who have not completed the prerequisites to a course for which they are otherwise eligible may register for the course with the instructor's approval.

When not waived, sStudents who ~~no longer~~ do not successfully complete a ~~meet~~ course prerequisite(s) in a prior semester, may be dropped from the course no later than three business days prior to the first day of classes for the semester. Students must be notified of any subsequent changes in registration due to not meeting prerequisites.

Approved at Mtg #24
March 5, 2024

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 23

Tuesday, February 27, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Long, Maas, McKenna, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Rode, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Strickland, Tibbals, Buchen.

Absent: Lawrence (excused), Miller.

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #22, February 20, 2024, were approved as distributed.

Chair's Report:

- After meeting with Boise State University and the Idaho State Board of Education admissions change workgroup, we received more data and some answers to your questions. See attached slide. Dave Paul (UCC) requested more data before the next UCC meeting. FSL will review the information and data tomorrow at our Wednesday meeting and prepare a packet including the latest data from Wes. All the information we gather will go to UCC and their recommendation will come to Faculty Senate.

Provost's Report, delivered by Vice Provost for Faculty Diane Kelly-Riley:

- The next faculty gathering is today, from 4:30 to 6:30. It will be at the ICCU Arena in the alumni room, hosted by the College of Graduate Studies, and Dean Jerry McMurry. The next will be on March 21, 2024, Vandal Ballroom, hosted by COS. <https://www.uidaho.edu/provost/faculty-gathering>
- Midterm grades are due March 11.
- Discussion: With reference to Senate Bill 1357, a senator asked if there is any insight on what the implications for us can be, such as the university inability to provide training in diversity and inclusion. Vice Provost Kelly-Riley concurs that the bill is concerning. Nothing is definite yet. She will share the question with the Provost, who may be in a better position to address it. Of course, anyone, acting as a private citizen, can contact their legislators to express their concerns. Faculty Senate is very concerned about the potential impact of this bill.

Suggestion: invite Yolanda Bisbee to visit with Faculty Senate.

There were inquiries concerning a recent article on Idaho Ed News, see link below, <https://www.idahoednews.org/top-news/u-of-i-funnels-7-3-million-of-phoenix-consulting-to-greens-former-employer/>, and a request for updates on the lawmakers' resolution to sue the University of Idaho to stop the University of Phoenix purchase, see link below, <https://idahocapitalsun.com/2024/02/15/idaho-legislators-threaten-lawsuit-to-stop-university-of-phoenix-purchase/>. Vice Provost Kelly-Riley will inform Provost Lawrence of these questions.

There was a reminder that both LC and U of I are on the JFAC agenda tomorrow, at 7:00am MT.

Announcements and Communications:

- Language regarding Faculty Senate membership, FSH 1520 – Kristin Haltinner, Vice Chair of Faculty Senate, Attach #2.

Kristin led a discussion on possible revisions of FSH 1520 Constitution of the University Faculty Article V, Section 2. The question is whether we should clarify and/or modify the current language “...*The faculty of each college, except the College of Graduate Studies, elects one senator for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator...*” This means that every college has one senator, and one more for every additional 50 FTE faculty in the college. Kristen considered several scenarios (see Attach.2). All options, other than keeping the current policy, impact the membership, namely, some colleges would lose or gain senate representatives.

Discussion:

A senator asked whether there is a need for a change, and, if so, what the reasons are. Other senators noted that the current policy disadvantages small colleges regarding the addition of a second senator. On the other hand, it was also acknowledged that it may be hard to fill new seats from small colleges, who have less service capacity, without additional workload for the college delegates.

A senator demonstrated that the current language gives most stability of senate membership with respect to changes in the number of faculty in the colleges.

Ultimately, there was consensus that no substantive changes should be made, although the current language could be clarified.

- Committee on Committees Update – Kristin Haltinner, Vice Chair of Faculty Senate.
Review of Committee Audit. Members of the Committee on Committees are looking into selected committees which may need revisions/repurposing:
 - FSH 1640.20 University Budget & Finance Committee. Revisit roles under the new budget model.
 - FSH 1640.43 Faculty Appeals Hearing Board. Procedures, scope of the board.
 - FSH 1640.58 Ubuntu. Simplify membership – too many non-voting members who seldom attend.
 - FSH 1640.81 University Staff Compensation Committee. Large workload.
 - FSH 1640.10 Americans with Disabilities Act Advisory Committee. Unfilled seats. There are ideas but no money. Reinstatement of the budget for this committee?
 - FSH 1640.36 Dismissal Hearing Committee. Heavy emotional load, summer meetings not anticipated in FSH 1640.36.
 - FSH 1640.77 Scientific Misconduct Committee. The workload became large last year, possibly because of a note in the Daily Register.
 - FSH 1640.06 Administrative Hearing Board. Lack of gender diversity since a long time.Other updates:
 - Adding one non-voting seat from the VGP team on the Admission Committee.
 - Committee preference survey. Appointments will be made in March.
 - Sustainability Certificate. Last Fall, Faculty Senate appointed the existing interdisciplinary faculty-led committee as an *ad-hoc* program committee to serve as the ‘relevant unit and college’ authorized to submit curricular proposals per FSH 4120-E.

This committee is empowered to propose the UG Academic Certificate in Sustainability to the University Curriculum Committee as a University-Wide Program, and to set its initial curriculum. They are now seeking approval to turn the *ad hoc* committee into a permanent university-level committee.

- As a reminder, the Secretary points to recently revised FSH 1620 University-Level Committees, in particular FSH 1620 E-13 “ *Prepare a succinct year-end report for submission to the Faculty Senate in care of the Office of the Faculty Secretary for distribution as needed. The report must contain: number and approximate frequency of the committee meetings; committee goals; committee accomplishments...*”

New Business:

- OIT changes:
 - New online software approval ticketing process. Suggestion: invite Teresa Amos or Dan Ewart to clarify.
 - MyUI will soon replace VandalWeb. Suggestion: invite Dan Ewart for updates.

- Generally, fees for membership in professional organizations are not reimbursed by the university. Why so and are there exceptions?

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:40pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

YEAR 2019

Cohort = 22000 students

% of student that qualify for the letter of 8

ISAT 3/3 = 34%

ISAT 3/3 or GPA 3.0 = 64%

ISAT 3/3 and GPA 3.0 = 30%

ISAT 3/2 and GPA 2.8 = 66%

ISAT 3/3 and GPA 2.8 = 32%

ISAT 3/3 or GPA 2.8 = 72%

Class of 2021 - GPA 2.8 = 61%

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #23

Tuesday, February 27, 2024 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #22 February 20, 2024 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Announcements and Communication
 - Language regarding Senate membership, FSH 1520 – Kristin Haltinner, Vice Chair of Faculty Senate **Attach #2**
 - Committee on Committee Update – Kristin Haltinner, Vice Chair of Faculty Senate
- VI. New Business
- VII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #22 February 20, 2024
- **Attach. #2** FSH 1520

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 22

Tuesday, February 20, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Maas, McKenna, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Rode, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Strickland, Tibbals.

Absent: Miller

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #21, February 13, 2024, were approved as distributed.

Chair's Report: None. Chair Gauthier will use this time for the New Business part of the meeting.

Provost's Report:

- The next faculty gathering is two weeks from today, Tuesday, February 27th. It will be at the ICCU Arena in the alumni room, hosted by the College of Graduate Studies, and Dean Jerry McMurtry. Please [RSVP](#).
- We don't have an education week in the Legislature as we've had in the past. Next week, U of I is going to be at both the Education Committees and JFAC. And we're seeing a lot more interest in what's happening in Boise right now. Just a reminder – that university resources are not to be used for political activity. Sometimes people, accidentally and with good intentions, may give the impression that they are speaking on behalf of the University or use their university email address. You are welcome to reach out to your representatives and legislators, but you should do that on a personal account such as Gmail. I just wanted to remind people as we get into the busier part of the session.

Discussion:

A senator saw a report that Moody's is evaluating our credit ratings based on the purchase of the University of Phoenix and asked the Provost for comments. Provost Lawrence responded that the question is best addressed to our financial team. It's complex, and beyond his area of expertise, but he will follow up. From the beginning there has been discussion and analysis of the impact of the acquisition on U of I's credit rating. It's been minimal but some different opinions came out recently which we don't agree with. The Provost will check with Brian Foisy and come back to this question.

Back to the issue of political activities, a senator added some comments. It's their understanding that we are allowed to identify ourselves as faculty at the University of Idaho, but we must say that we are acting/speaking as an individual, not as a university representative. Provost Lawrence: Reporting your job title or role is different than speaking on behalf of the institution. But sometimes people don't make it very clear whether it's one or the other. Thanks for clarifying, but it really does get confusing and can be misinterpreted. It's probably better to err on the side of caution, and just be a citizen of the State.

Vice Chair Haltinner inquired about an article in the Daily News, which reports that U of I minimized the risks of the purchase, saying that losses will be limited to \$10M per year. She asked whether they are referring to risks taken by “Four Three Education” and not the University of Idaho. Provost Lawrence has not seen the article. He will review it and come back to this question.

Committee Reports (voting):

- **Proposed changes to the University Catalog**

- UCC 239 Geology (BS) – Renee Love, Earth and Spatial Sciences, Attach. #2.
Our BS in Geology was revamped last year to include two new options (Energy Resiliency and Sustainable Mining). In doing this, the physical geology option was deleted and students in our department need it if they do not want to choose one of the other focus areas. This option is essential for professional licensing in Geology.
Discussion: None.
Vote: 20/20 yes. Motion passes.
- UCC 525 Graphic Design Undergraduate Certificate – Stacy Isenbarger, Art and Design, Attach. #3.
We have several students who have come to the college of art and architecture to take a suite of classes because they're excited about graphic design. But we don't have a minor in that area or a certificate. We see this as an opportunity to attract students who are coming in as professionals in other fields, or students who are coming to us from other areas of campus. They take these courses and have that certificate to showcase on their resume.
Discussion: None.
Vote: 21/21 yes. Motion passes.
- UCC 542 Indigenous Research and Education Graduate Certificate – Philip Stevens, Culture, Society and Justice Attach. #4.
This is a graduate certificate in indigenous research and education. This proposal is in response to the desire within Indigenous communities and other invested communities for an interdisciplinary research graduate certificate. We are working with Natural Resources and Education.
Discussion: None
Vote: 21/21 yes. Motion passes.
- UCC 110 B-4 Regulation Edit – Lindsey Brown, University Registrar, Attach. #5.
We would like to add additional language to the B-4 regulation titled "Registration for Courses Without Completion of Prerequisites" (see specific language in the attached document). This change clarifies the regulation in regard to allowing faculty to drop students who do not (or no longer) meet prerequisites for a course. It includes a time frame that this may be processed and communicated to the student. (It was clarified that the revisions as shown on the last page of the attachment are the ones being proposed.)
Discussion:
Some senators asked for clarification about the process. Lindsey responded that academic departments run reports of students who no longer meet course prerequisites and then send the list to her office to drop the students. There are new capabilities supposed to come out this summer for our student information systems that may make

this process more automated. Then, we would run it as a part of our end of term processing.

Senator: I understand that the purpose is to capture situations where students are taking a class in one semester that would meet the prerequisite for a next semester class they want to register for. If they fail that class, they no longer meet the prerequisite. Lindsey: Yes. It has been a longstanding practice. Now, we are codifying it in policy.

In response to another question, Lindsey clarified that the faculty can wave prerequisites. If they do wave it, then, of course, the student wouldn't get dropped.

Senator: How does this actually work? Students don't even have grades three days prior to the next semester in the spring. How do they know, unless somebody notifies them that they're about to fail? Lindsey: Generally, in between spring and fall we have plenty of time. However, in between fall and spring, time can be tight. That's when a quick turnaround is necessary, so that the students have adequate time to find an alternative course and maintain their full-time status. We want to make sure that they are adequately informed and set up for success. Although there's generally enough time in between fall and spring, my office is still working on some of those reports during the closure.

Vote: 22/23 yes. Motion passes.

New Business:

- Update on Admission Criteria – Chair Gauthier. (The slides are attached to these minutes.)
Brief background: Two of the state institutions, BSU and U of I, send to prospective students a “letter of 8” or a “letter of 6.” In the first case, they are notified that they can attend any of the 8 public institutions in the state. In the second case, they are not admitted into either BSU or U of I, but they can attend any of the other 6 institutions.
Summary of the options for admission criteria: We could decide to set a new GPA threshold; or to leave it as it is presently. We can also require a combination of GPA and standardized test scores. (Note from a senator: We're under an emergency action. So, the actual admission criteria (temporarily changed by the emergency action) include the GPA and a standardized test. If we do nothing when the emergency action expires, we go back to requiring the GPA and some standardized test.)

Chair Gauthier proceeded to share data on the differences between ISAT and SAT outcomes. The data is from 2019, because of all that happened afterwards. Such comparison is very difficult given the different nature of the tests and the populations who took them. Instead, Chair Gauthier has prepared some visual comparisons by gender, race, and socioeconomic status for each of the indicators under consideration – ISAT (ELA and Math), SAT, GPA. The comparisons indicate that we don't know enough about those elements to determine a final answer. Still, some trends can be seen. Looking, for example, at the comparison by race, we can see some very strong differences that are, to some extent, mitigated in the SAT outcomes by race. Comparing the outcomes of ISAT ELA and ISAT Math by race suggests that combining those with the GPA may be a reasonable approach.

Discussion:

Senator: Do we have data to compare SAT scores within schools as opposed to across Idaho?

Chair Gauthier: I'm still unclear as to whether we have access to that data.

Senator: Some of our constituents would like to have SAT/ACT scores available, even if optional. They're helpful to some departments. Another question: do your graphs indicate that looking at

the GPA only is misleading? They are too high. Chair Gauthier: Yes, there is clearly grade inflation that favors a particular population.

Senator: Did the data go through some form of statistical analysis to check whether differences are statistically significant? Chair Gauthier: No. The data is limited. I think this is the first year where the data has been more rigorous than in the past.

Senator: There was an article in the Daily News about Washington determining that there's a significant amount of grade inflation. The graph you showed seems pretty good evidence of grade inflation benefiting a particular population. Do you have a similar graph, on the same scale, comparing GPA and SAT or GPA and ISAT? Chair Gauthier: Unfortunately, I don't, but I can ask.

Senator: Aren't we supposed to have a recommendation by next week? Chair Gauthier explained that the timeline has changed. First, UCC will make their recommendation at the beginning of March, which will then come to Senate. Senator's follow-up comment: UCC should look at things we've looked at in the past, like success rate of students admitted at different GPA levels and different SAT levels. I think it's our responsibility to the students to make sure they're going to succeed when they get here.

Senator: You just presented test scores and GPA for students who graduated from Idaho high schools in spring of 2019. Do you know if in 2019 students were still required to take the SAT/ACT? I know they're required to take the ISAT. Do we have any information about what year they completed the ISAT versus the ACT or SAT? The point of the question is that ISAT is taken in the junior year, and, typically, so are ACT and SAT. But they can repeat that test. I'm just trying to figure out how these elements are comparable. Chair Gauthier: The people from the 2019 data took the tenth grade ISAT in the 2016-2017 school year and graduated in the 2018-2019 school year. I don't know if they repeated the test. Senator's follow-up comment: If we're looking at a standardized test taken in tenth grade, two years prior to high school graduation, I'm not sure that those are accurately measuring what a student is able to do when they are preparing to enter our first-year courses on campus. Chair Gauthier: I think the people from ISAT mentioned that it was a test for tenth grade, not a test for entering, but they were trying to show that it doesn't make a big difference. Senator: Many times, we talk about admission scores also being used as placement scores so that a certain score on SAT/ACT or ISAT presumably would help place students into the first-year courses that they are most qualified for. As somebody who used to work with first year writing students, I am concerned with the timing of completion of standardized tests, especially if we are going to continue collecting ISAT scores from students in tenth grade, and potentially use them for admissions and placement. Chair Gauthier: The data also shows that the GPA alone is not a fair indicator. There are large differences among GPAs from different places. Also, the choice of courses that go into the GPA can change from one place to the other. It's hard to deal with such limited data.

Provost: I just confirmed with my colleague in the State Board Office that the ISAT is moved to eleventh grade, so that it could be used for the purpose of college admissions. But it will be a number of years before we see enough data from 11th grade results. So one element of this big decision about admissions is ISAT. And of course, we still have SAT/ACT and GPA.

Senator: I am still confused about what decisions are actually being made. On the one hand, it sounds like the State Board is making a decision, on the other, it sounds like we are making an independent decision. Provost: We determine our admission criteria. Our bylaws, as you all know, say the faculty determine admission criteria, and we'll go through the proper process. But we must fold our criteria into the state "direct admit" system, which could be complicated by another test that's completely different, the ISAT. We need to learn more about ISAT. Jean-Marc is going to a meeting next week for further discussion about how the ISAT is being used in the

state. Hearing more about that will be very useful before we make a final recommendation. The statewide direct admit can really help us by communicating to students accurately if they get into the U of I. There's also value in us being aligned with Boise State. We need to do what's best for us, but it would be nice if we aligned, so we don't have a "letter of 6" and a "letter of 7" with U of I on its own. I don't know exactly how things will play out with the state discussion.

Senator: To recap, we must decide what our admission standards are for our own purposes. At the same time, there's some kind of deadline where that decision gets communicated to the state so it can be folded into the direct admit process. Provost: I don't think we want to be on an island. It will have to be in coordination with others, which is part of these meetings that Jean-Marc is going to. Chair Gauthier: The minimum GPA is also problematic. A GPA of 2.6 is not very discerning – almost everybody could get into the U of I – whereas a GPA of 3 would really separate two different groups. But I think we need to look at the problems one by one.

Senator: Do you know when these letters are sent to students? I assume, probably before the application season. Provost: We can't wait until then. Our own admission materials are printed in late spring and start being used at events such as Envision Idaho. So we have an internal deadline by which we really need to do this, and we need to do it rather soon. This statewide conversation originally gave us a deadline of next week, but that was extended because we need more discussion, and we don't even have all the information about ISAT.

Senator: Does the communication to admitted students go to students and to colleges and universities? Provost: It goes to students about the four-year institutions and the four two-year schools. That's where we get the 8. We have four community colleges and four universities and colleges.

Secretary: Do you know if anybody feels that a test for a particular state is not a good idea?

Chair Gauthier: Yes, that's another component of the discussions. It's complicated, because those tests are run by companies who are trying to sell the test.

Senator: In response to that, it's part of a consortium including a number of states. The assessment consortium is nationally known. I'm not concerned with it as a valid measure.

Provost: My understanding is that all standardized tests are run by companies. But the ISAT is designed around the Idaho learning objectives and that's how it's tailored for different states. So, they have similar methodology. But some of the content itself aligns with what the State is trying to teach, which may or may not align exactly with SAT/ACT.

Secretary: That's what concerns me, what the State is trying to teach. I don't think what you learn in English, History, Biology, Algebra etc. should be state dependent. I'm probably over concerned.

Provost: In summary, if the University of Idaho chooses to use ISAT somehow in admissions, that would only be possible for in-state students. For example, Washington students are not going to have those scores, so that's something we'll have to deal with.

- FSH 2300 Student Code of Conduct and Resolution Process – Senator Steve Shook. Steve will go over the UCC meeting from about two weeks ago, concerning FSH 2300 and changes to the General Catalog. UCC received the request to edit General Catalog policies F-1 and O. 2. The part of the policy of concern for F-1 says that a grade of incomplete is assigned as a temporary grade during the pendency of a conduct resolution process under FSH 2300 Student Code of Conduct and Resolution Process. In O-2, one reads that “Consequences for academic dishonesty may be imposed by the course instructor subject to the requirements of FSH 2300.” So, F-1 and O-2 point back to FSH 2300, approved by Faculty Senate and at the UFM last fall. So it's active right now. Relevant policies UCC looked at:

FSH 2300.F-9.a. Instructors may issue an academic outcome separate from any outcome that Dean of students may impose if under the code, there is a finding of responsibility for academic dishonesty/conduct. If there's no finding of responsibility for academic dishonesty/misconduct, the policies below apply:

FSH 2300.F-9.b.10. "The instructor will not issue an academic outcome until after the conclusion of the resolution process, including any responses, and after the decision is communicated to the student."

FSH 2300.F-9.b.11. "In situations where grades need to be submitted and the process is not yet complete, the instructor will enter a grade of 'incomplete' until the process is complete." UCC decided to table the request mostly because of two concerns. One is an academic freedom issue and the other one is an existing policy issue. One of the basic tenets of academic freedom is that faculty can determine, without any outside influence, what the student evaluation will be for any course that the faculty member is teaching. This is actually already codified in our policy and the General Catalog. There is FSH 1640.02.C-4 and C-5, which sets the Academic Hearing Board stipulated procedures. These policies recognize the relationship between academic freedom and grades and contemplate issues arising from grades resulting from academic dishonesty. Similar comments apply to General Catalog Policy E-6, which says that the assignment of grades and correction grades are the sole prerogative of the instructor, which goes against FSH 2300, stating that a faculty member cannot assign a grade until they get the decision back from the Dean of students. At UCC, we believe this is a violation of academic freedom and FSH 1640. They Academic Hearing Board (AHB) cannot change a grade or require that it be changed. That's largely due to E. 6 in the General Catalog. It may order that the grade it considers appropriate also be recorded on the student's academic records. Policies E. 5 or C. 5 state that it's within the purview of the Hearing board to hear an appeal against the grade imposed by instructors as a result of academic misconduct.

Discussion:

A senator recalls a policy by which a faculty member cannot change grade once it's been made final unless there's been a procedural or computational error. Steve: There is, along with a time window associated with that. And there's another issue with I believe it's You know, if you give them an incomplete grade, a student has the ability to drop a course and never get a grade if they can still drop the course, and the faculty member has no ability to assign an academic grade. Follow-up question: So even within the one-year period, would this this scenario you're putting forward here this. You think this would fit within the ability of a faculty member to change the grade under E-6? Steve: I believe it does.

Secretary: I think it would fit into procedural errors, but we need to look at that.

Blaine Eckles: Basically, what we're trying to do is assert the due process rights for students that may be found in violation of the code of conduct. Our advice here is not to come to a conclusion. Faculty do have the right to grade a student on the merits of whatever work they do, but they don't have a right to make the determination. Students have the right to an appeal process. We can easily continue to work on the language, and I know Cari is working on that. We have had situations where faculty members have assigned a grade to a student, but they were never notified about the rights to appeal. We're trying to make sure this kind of situation is addressed. Steve, you point out an excellent point, which I want to make sure we address. We don't want students that have engaged in academic dishonesty and violated our code to get out of a penalty that a faculty member assigns by withdrawing from the course. I've actually reinstated students previously, when they've tried to use that loophole. Those are some things we need to continue working through. But we absolutely need to make sure the due process

rights of students are protected, because we're legally bound to do that. So we can absolutely continue working on that language. We are not far from a converging point.

Lindsay Brown: as we look at revising this language, currently the catalog is silent as to whether a student can withdraw even with the dishonesty grade. It is something that we run into quite frequently, and I would love to see it addressed.

Blaine Eckles: It's complex. Which is why we want to make the policy as clear as possible. We're happy to continue working on the language that respects the academic freedom of our faculty in the assignment of grades, but also understand the due process rights for our students under the student code of conduct.

Steven: How would Faculty Senate leadership like UCC to proceed? I'm assuming working with Cari and Blaine on these policies and with Lindsey about dropping out of a course to avoid disciplinary actions under FSH 2300.

Provost: Do you have an idea what you want changed, or is that up for further discussion?

Steve: I think it's up for further discussion. I shared a lot with Cari already and with FSL. It's probably going to come from the DoS office through UCC.

Blaine Eckles: We're happy to continue working. And I agree with Lindsay. We want to see a change to the policy that basically reinstates students so that they cannot avoid the appropriate outcome or penalty.

There was some additional discussion on the importance of reporting instances of academic dishonesty to the Dean of Students.

- **Space for the Healing Garden.**
A senator reported concerns from constituents about the location chosen for the Healing Garden, between PEB and the Ed Building. Was there an in-depth analysis of how that space is used? Furthermore, they think that the location, in between two buildings looking down at it, is not a private space suitable for a place of reflection. Dean of Students Blaine Eckles, chair of the Healing Garden committee, explained that the committee selected that site after considering several options. An in-depth analysis of how the space is used was not conducted and is not typical in the construction of any building. Another senator suggested posting a note in the Daily Register to let people know that the stakes are up in the location and invite them to send any comments to the Dean of Students.
- **FSH 1520 Faculty Senate Bylaws. Number of senators per College – Vice Chair Haltinner.**
This concerns the current policy regarding the makeup of Senate. The language confused me for a while, so I wanted to run by you all an idea to simplify it. Currently, the policy states that *“each college, except for COGS, elects one Senator for each 50 or a major fraction thereof, full time equivalent faculty members in the college provided, however, that each college has at least one senator.”* This is how I understand the current policy: when we have 0 to 76 full time equivalent seats in a college, we get one seat at Senate, and then from there up, it's one more for each additional group of 50. What if we just use that 50 across the board, so that one seat is 0 to 49, 50 to 99 is 2 seats, and so on. Note, though, that this change would impact the representation. She wanted to run this by the senate for feedback.
Discussion:
Generally, senators seemed interested in continuing the conversation. Although the current language is accurate, more clarity would be helpful. One part of this proposal is just to clarify the current language. There were no objections to this. But adding additional seats is a much more significant step, to be considered very carefully.
Some senators thought that, with more people, it may be harder to find consensus.

The Provost was concerned that, the more people we have, the harder it is to fill those positions for some colleges. It has been difficult to fill the current number of roles, so additional senators also take people out of other committee service. We should consider how much service capacity we have.

Vice Chair Haltinner: I wonder if there is a good reason to go up to 76 for that second rep, and only increments of 50 after that. That seems odd. The Provost doesn't know the background on that.

For the next meeting, Vice Chair Haltinner will map how the college representation would change, should the policy be revised as suggested.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:54pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

Admissions

ISAT & SAT - Reference year 2019

Eligibility requirements are dependent upon the admissions requirements of Boise State University and the University of Idaho. These two institutions mark the difference between the “Letter of 8” and “Letter of 6” groups. Students receiving a “Letter of 8” can be admitted into any of Idaho’s public institutions while those receiving the “Letter of 6” are not admitted into either Boise State University or University of Idaho.

1. We can decide about a new GPA threshold

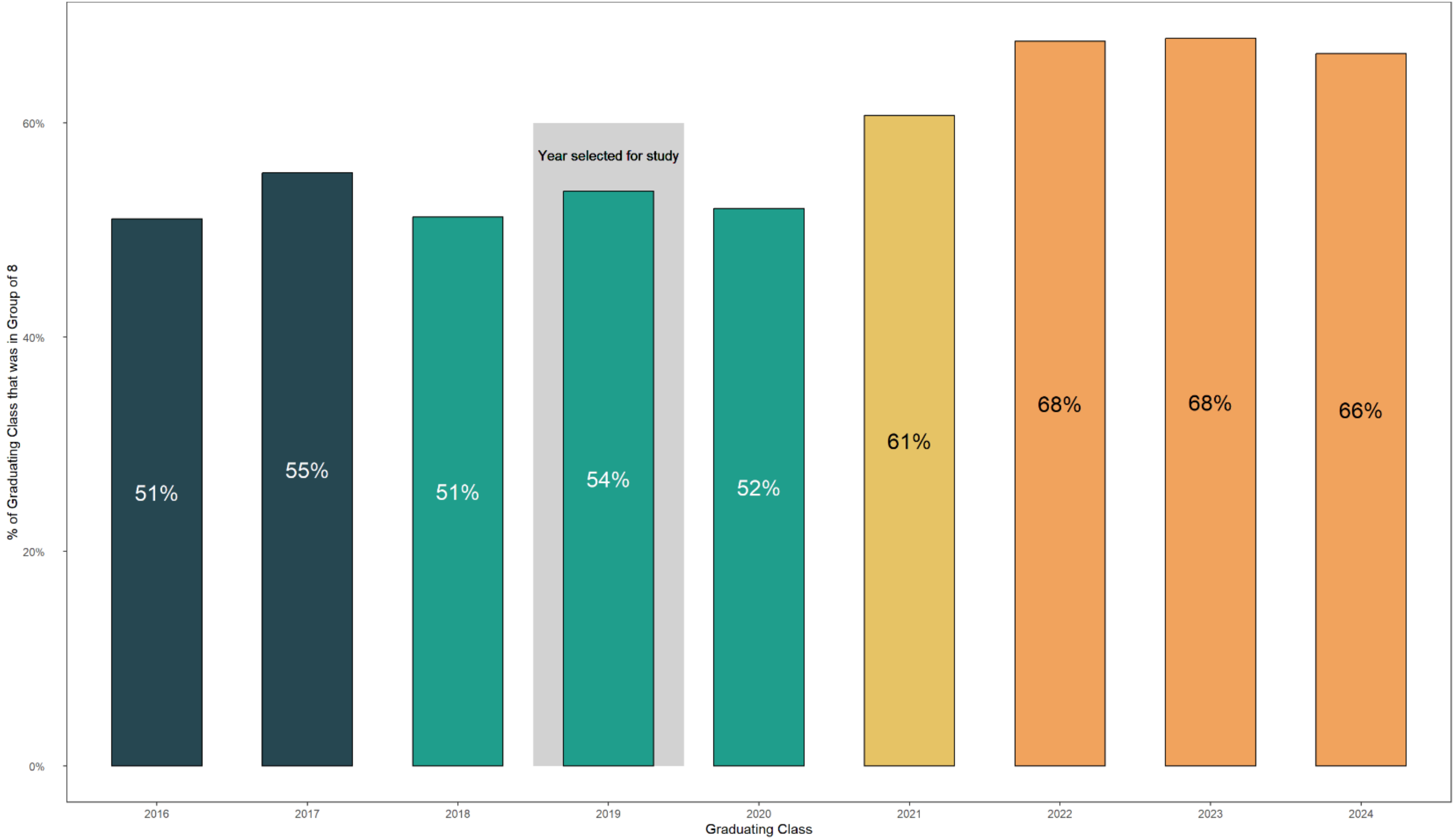
or

2. We could leave the GPA threshold similar to what we have.

or

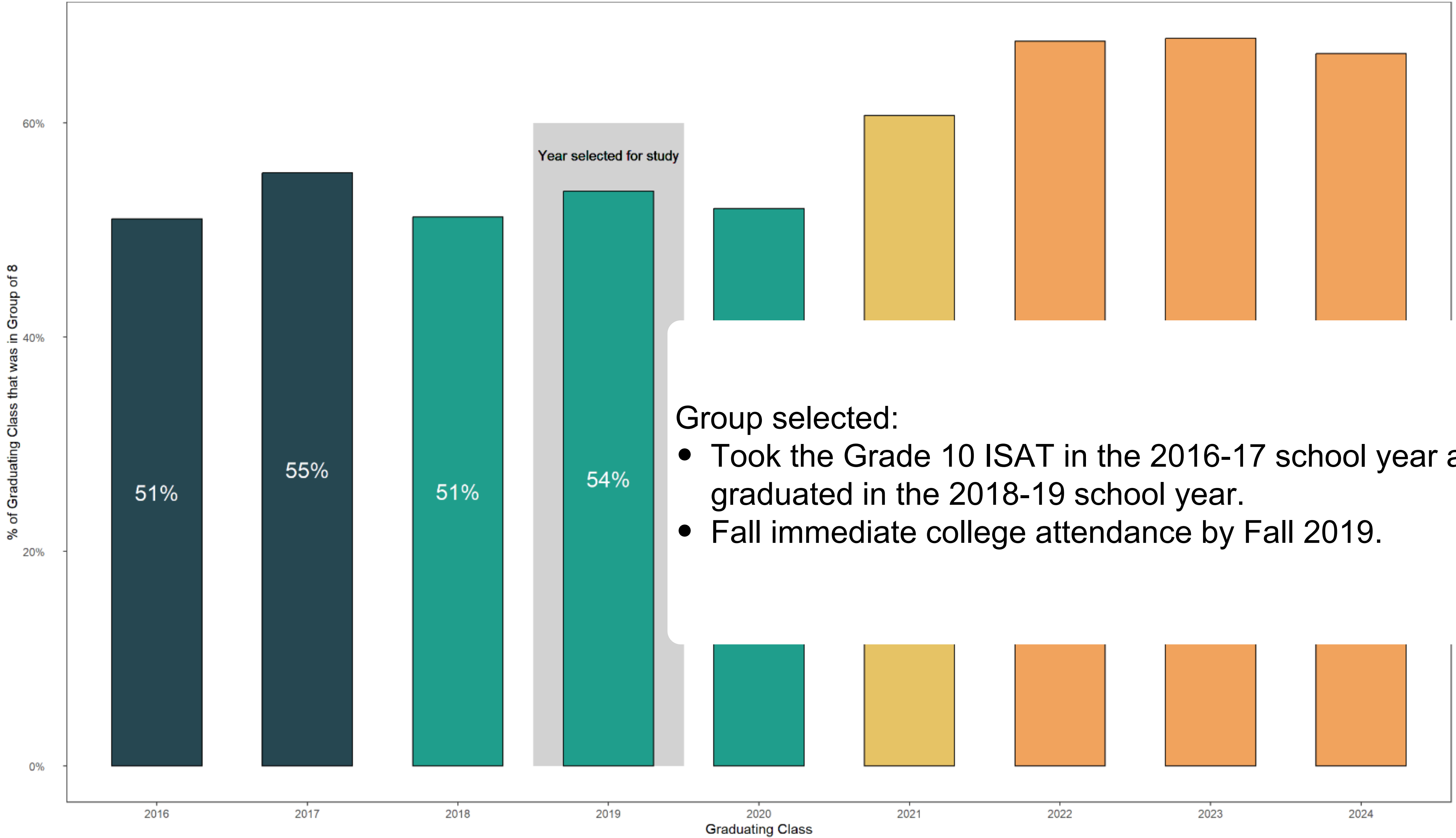
3. We can change the admission criteria by requiring both GPA and SAT/ACT, or GPA and ISAT.

Group of 8 Requirements (GPA \geq 3.0 or SAT*GPA \geq 2835) No Test Requirement (GPA \geq 3.0 or SAT*GPA \geq 2835) + (SAT or ACT Score Required) GPA \geq 2.8 No Test Requirement GPA \geq 2.6 No Test Requirement



Group of 8 Requirements

- (GPA \geq 3.0 or SAT*GPA \geq 2835) No Test Requirement
- (GPA \geq 3.0 or SAT*GPA \geq 2835) + (SAT or ACT Score Required)
- GPA \geq 2.8 No Test Requirement
- GPA \geq 2.6 No Test Requirement

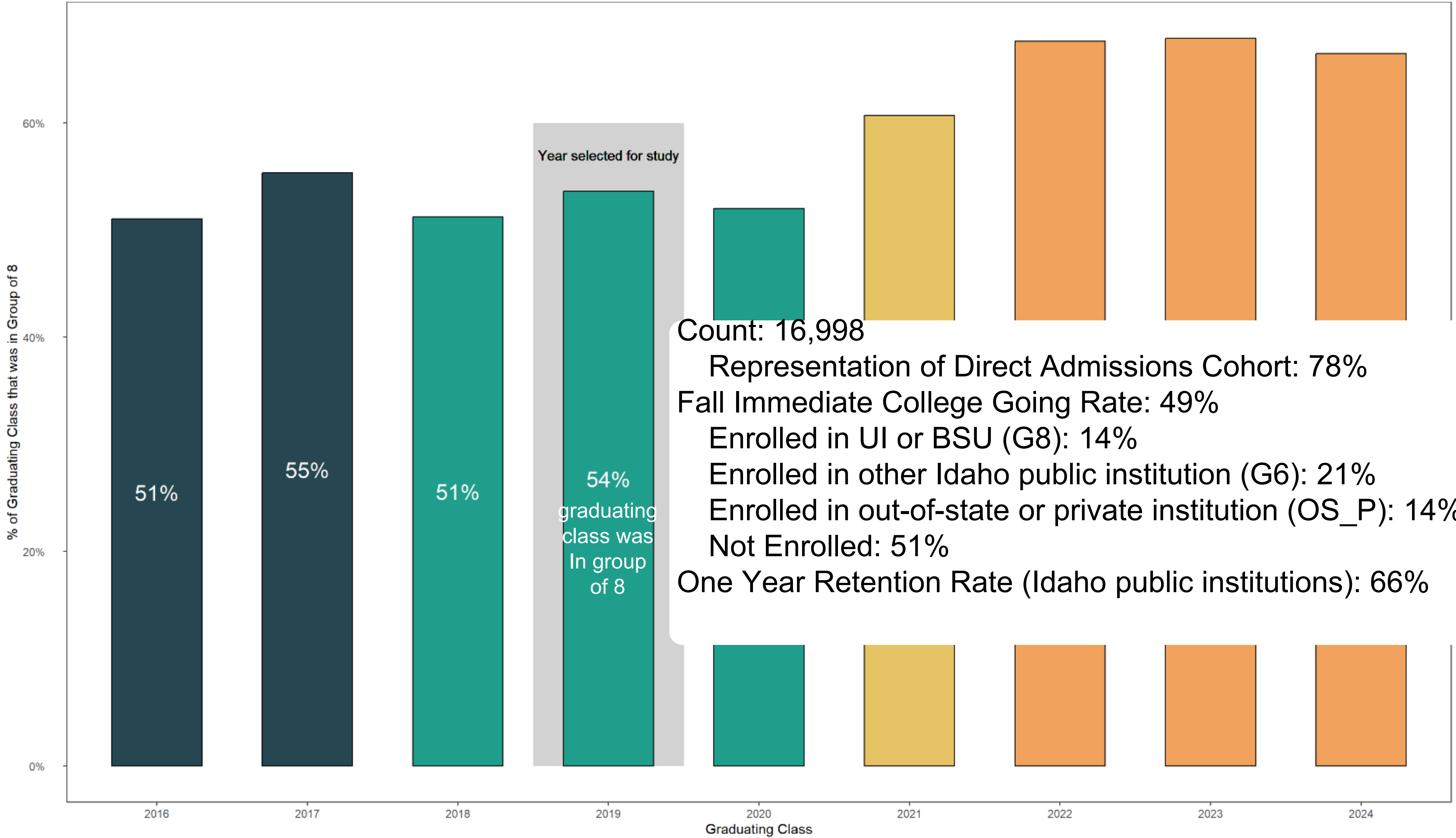


Group selected:

- Took the Grade 10 ISAT in the 2016-17 school year and graduated in the 2018-19 school year.
- Fall immediate college attendance by Fall 2019.

Group of 8 Requirements

- (GPA >= 3.0 or SAT*GPA >= 2835) No Test Requirement
- (GPA >= 3.0 or SAT*GPA >= 2835) + (SAT or ACT Score Required)
- GPA >= 2.8 No Test Requirement
- GPA >= 2.6 No Test Requirement



Count: 16,998
 Representation of Direct Admissions Cohort: 78%
 Fall Immediate College Going Rate: 49%
 Enrolled in UI or BSU (G8): 14%
 Enrolled in other Idaho public institution (G6): 21%
 Enrolled in out-of-state or private institution (OS_P): 14%
 Not Enrolled: 51%
 One Year Retention Rate (Idaho public institutions): 66%

ISAT Math

ISAT ELA

5,652
(33%)
GPA: 2.64

5,108
(30%)
GPA: 3.08

3,942
(23%)
GPA: 3.45

2,296
(14%)
GPA: 3.71

2,200
(13%)
GPA: 2.47

3,720
(22%)
GPA: 2.75

6,705
(39%)
GPA: 3.18

4,373
(26%)
GPA: 3.61



Level 1

Level 2

Level 3

Level 4

Level 1

Level 2

Level 3

Level 4

2118

2529

2614

2697

Math

2491

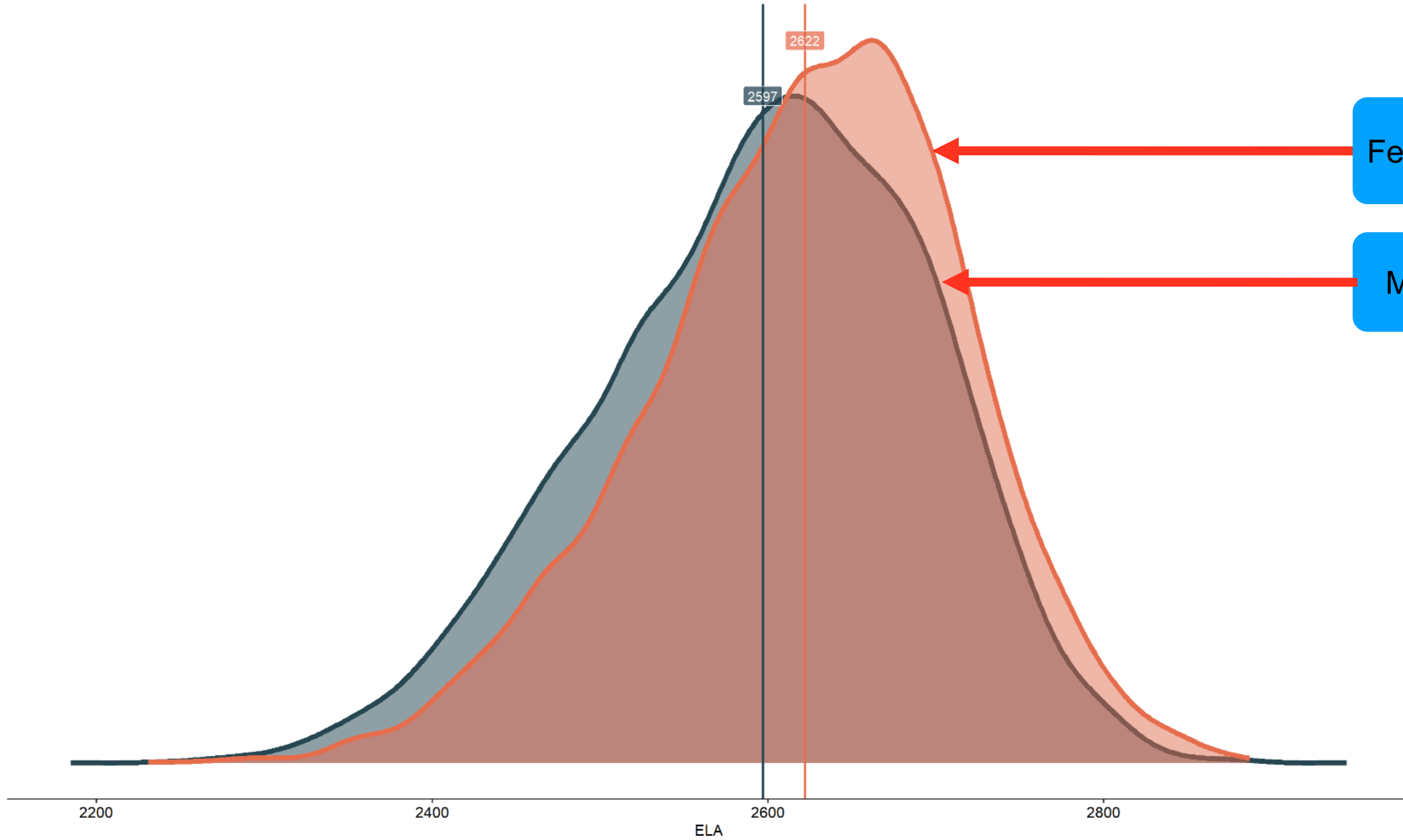
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2677

ELA

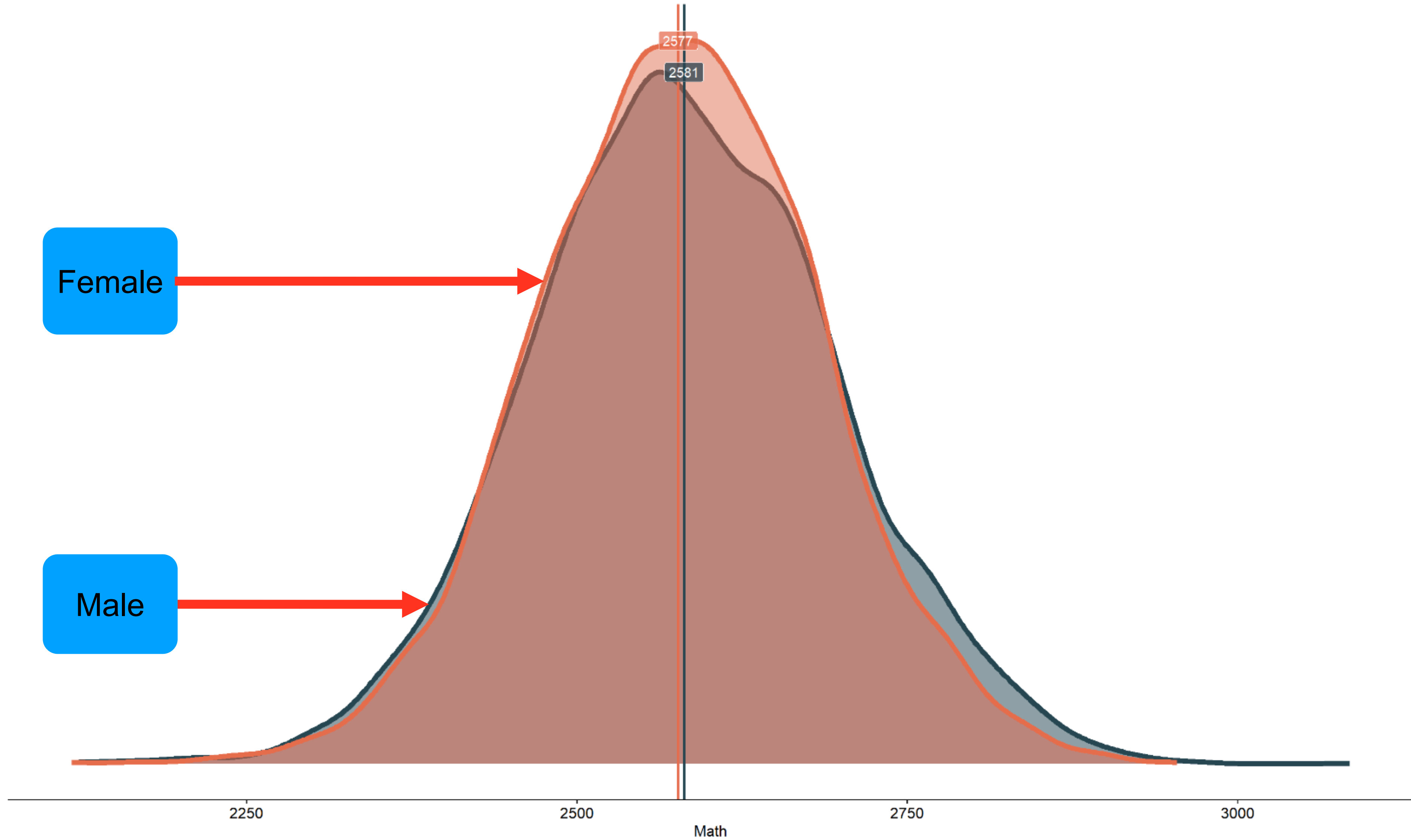
ISAT
ELA

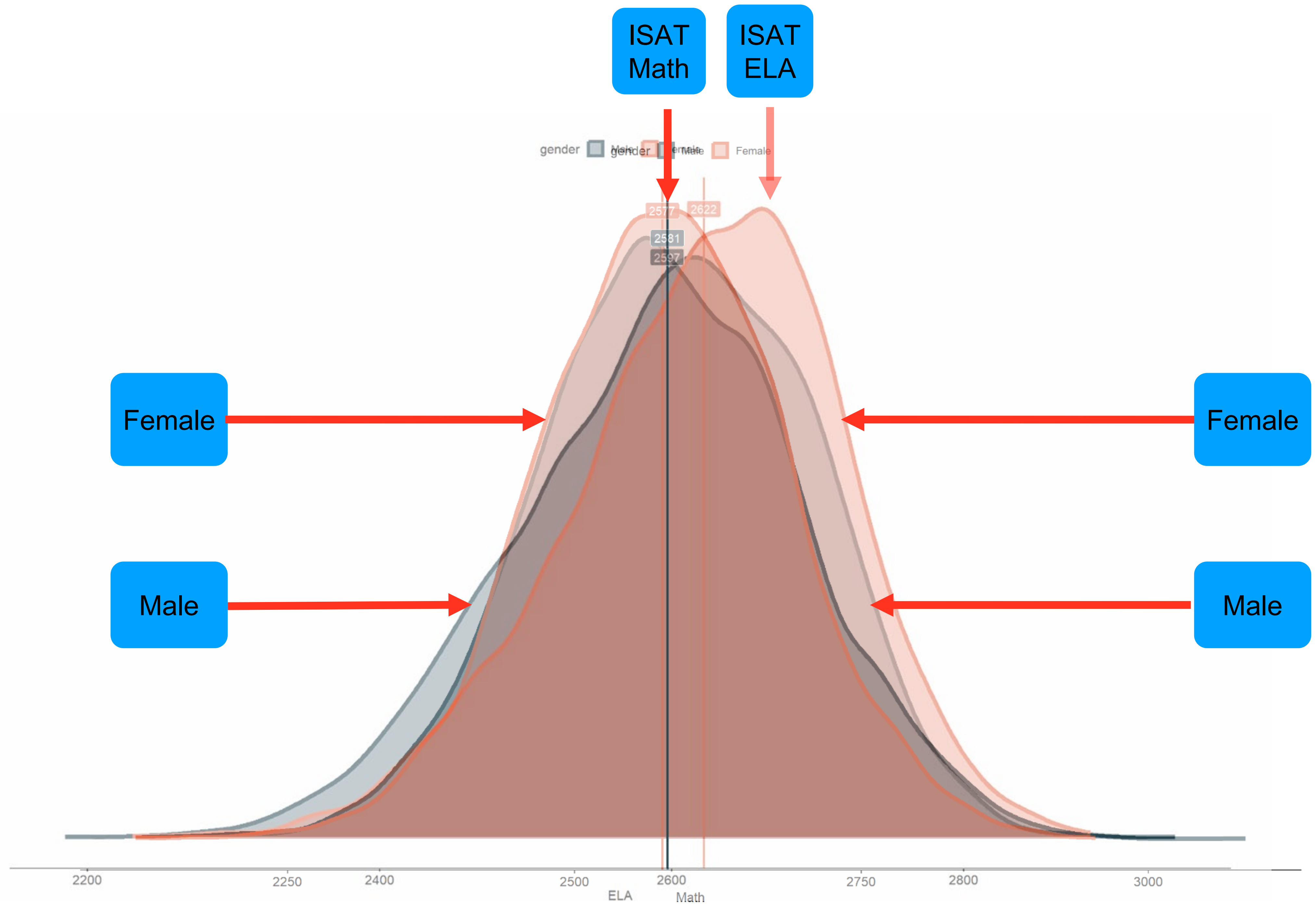
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ISAT Math

gender Male Female



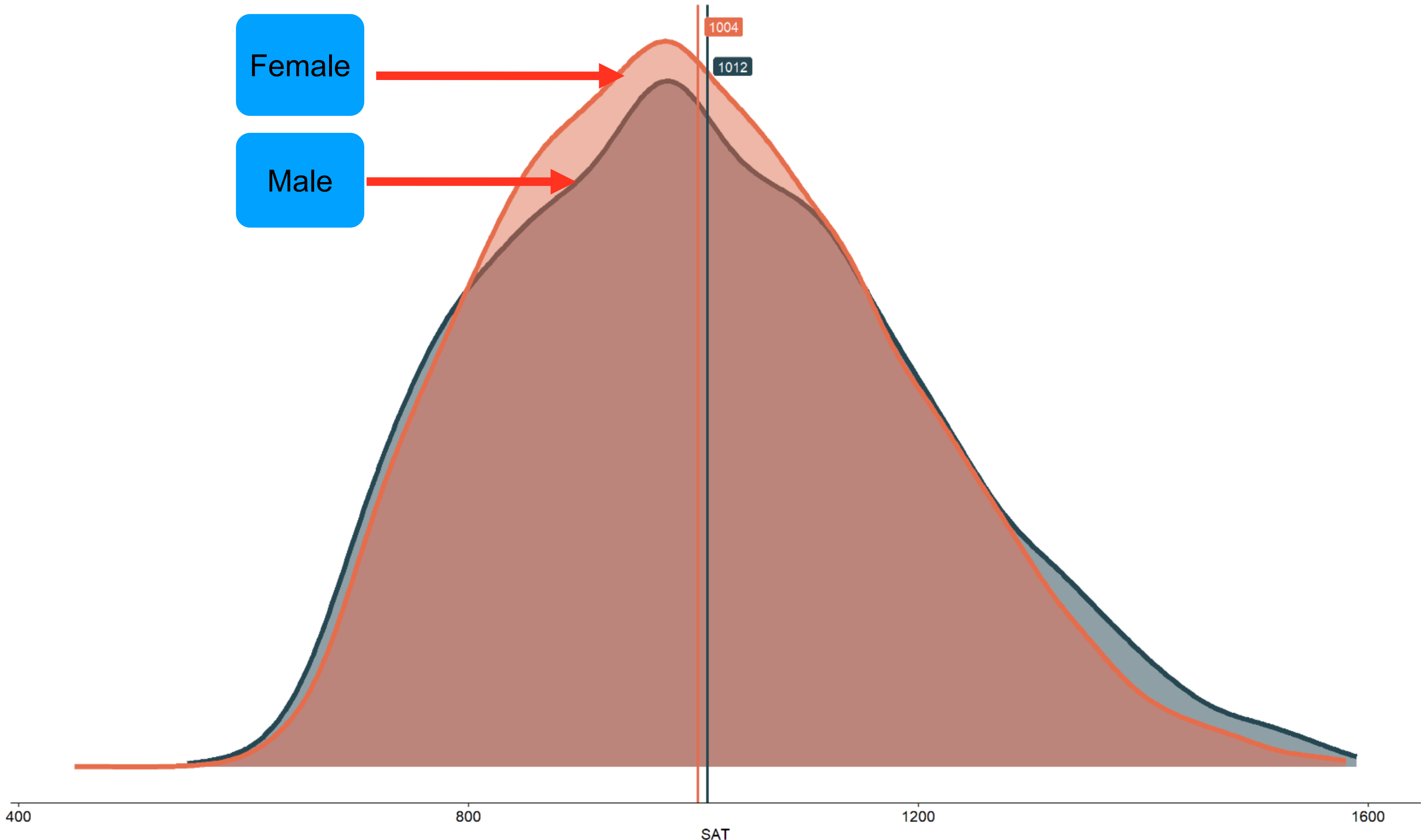


SAT

gender Male Female

Female

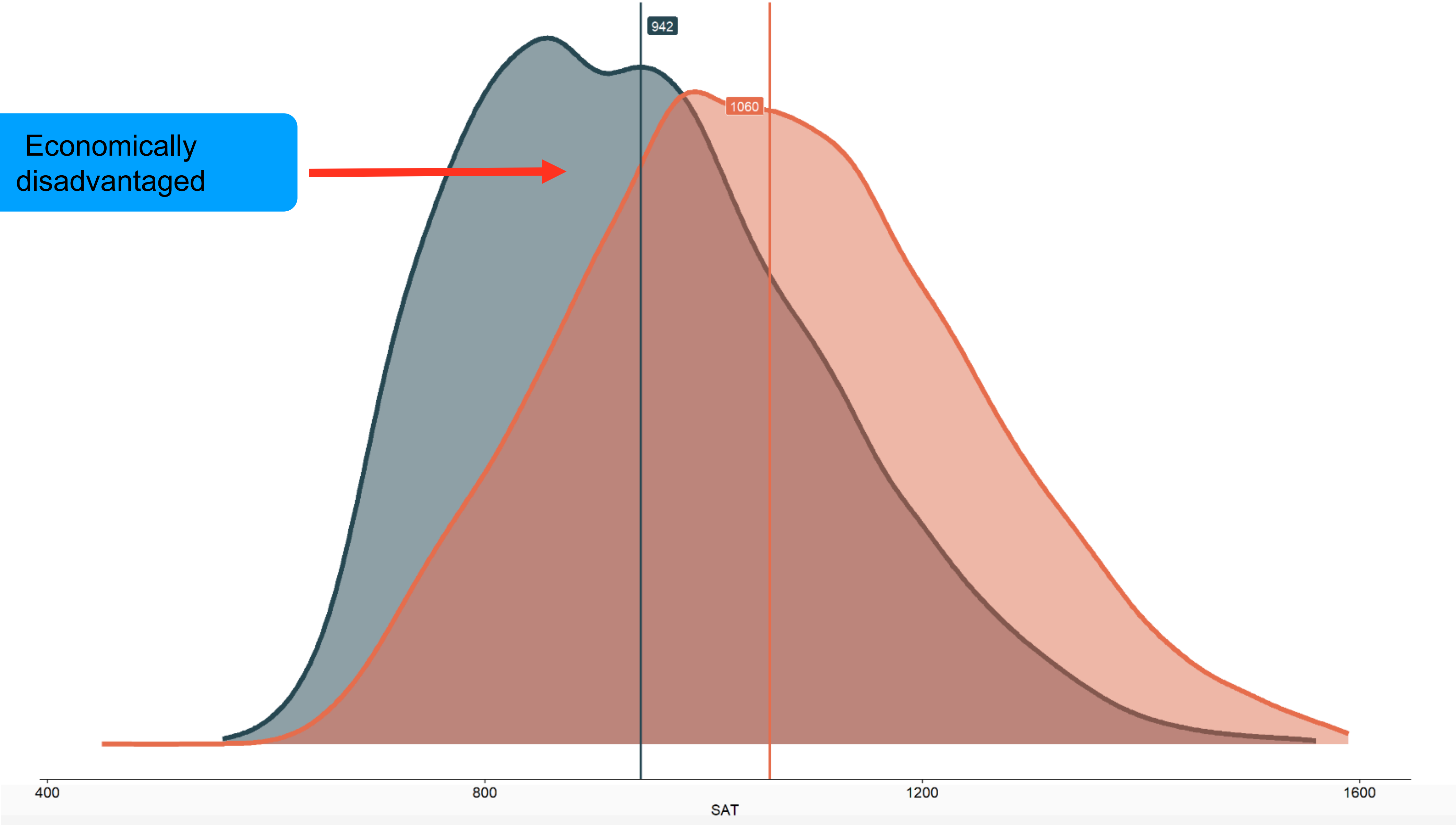
Male



SAT

econ_dis Yes No

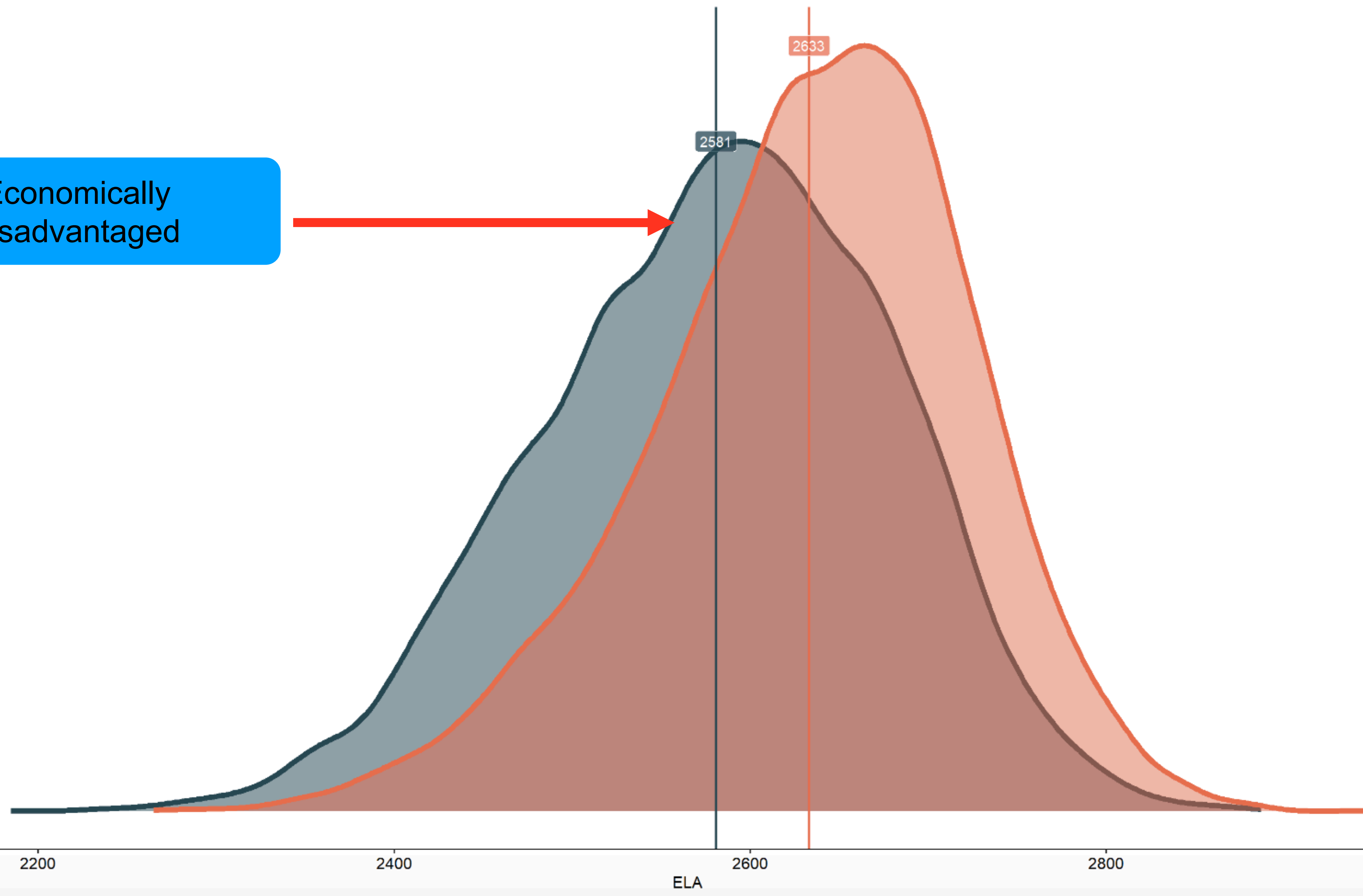
Economically disadvantaged



ISAT
ELA

econ_dis Yes No

Economically
disadvantaged



2581

2633

2200

2400

ELA

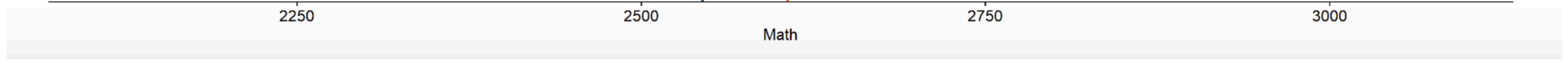
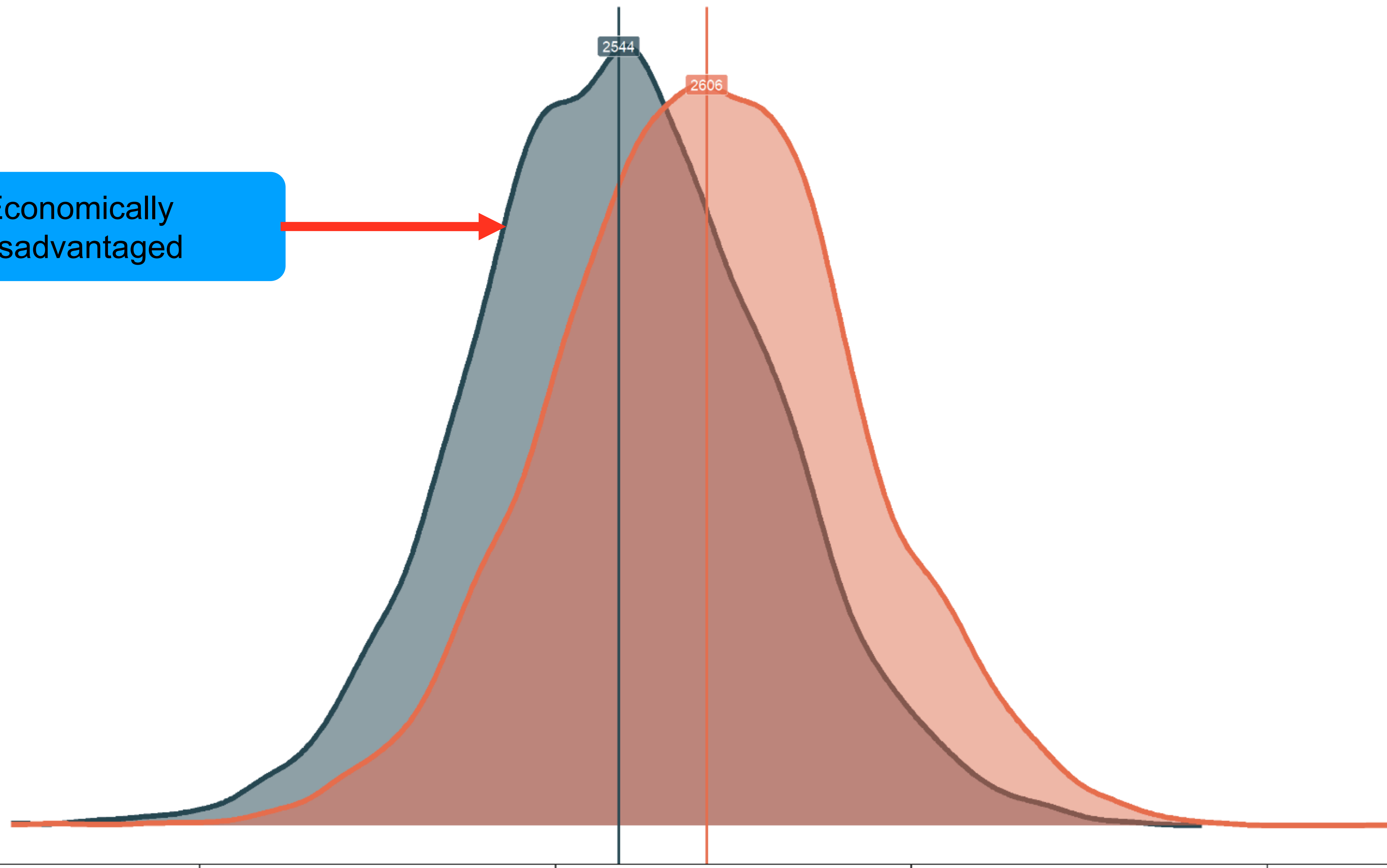
2600

2800

ISAT Math

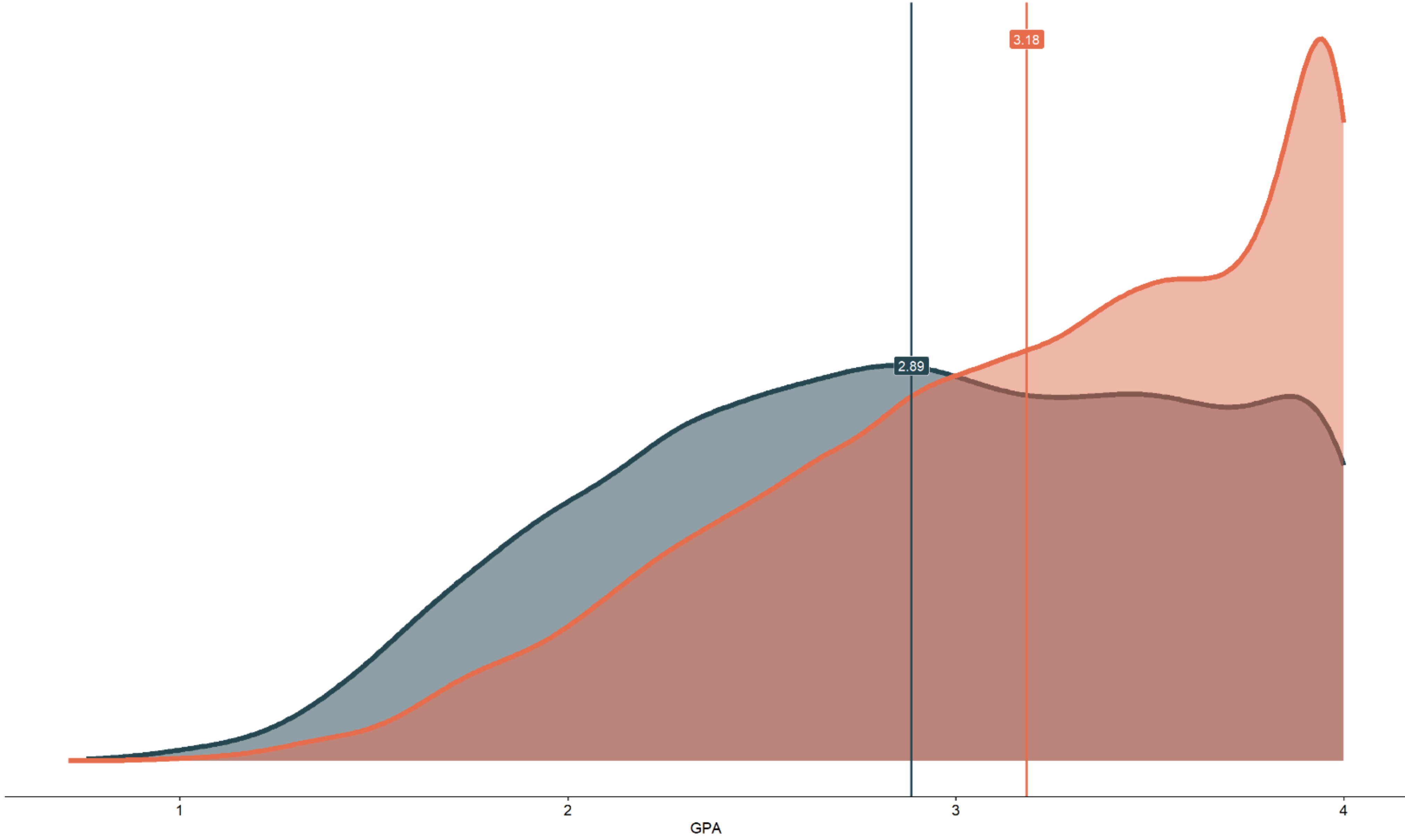
econ_dis Yes No

Economically disadvantaged



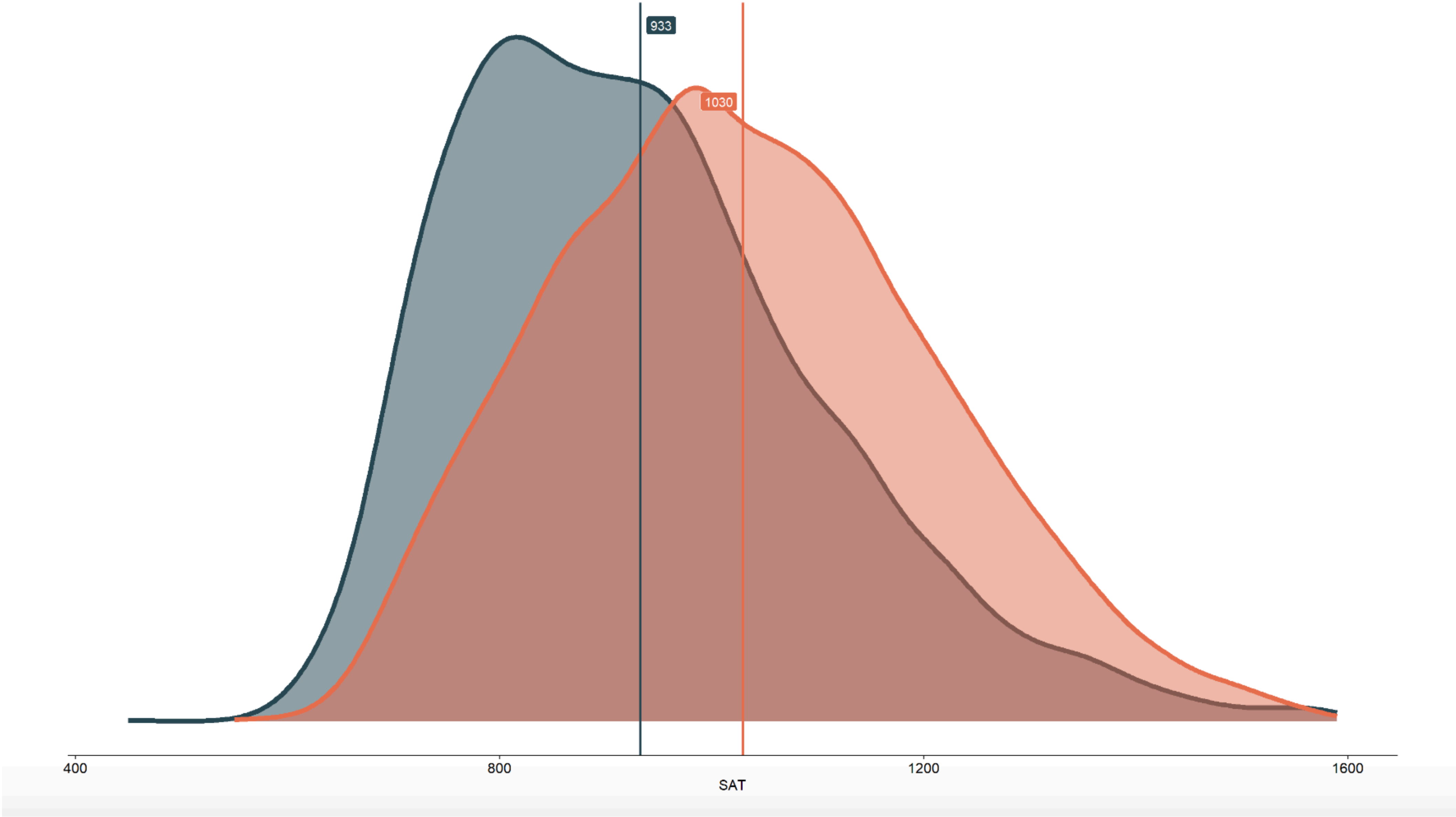
GPA

race ■ Any other ■ White



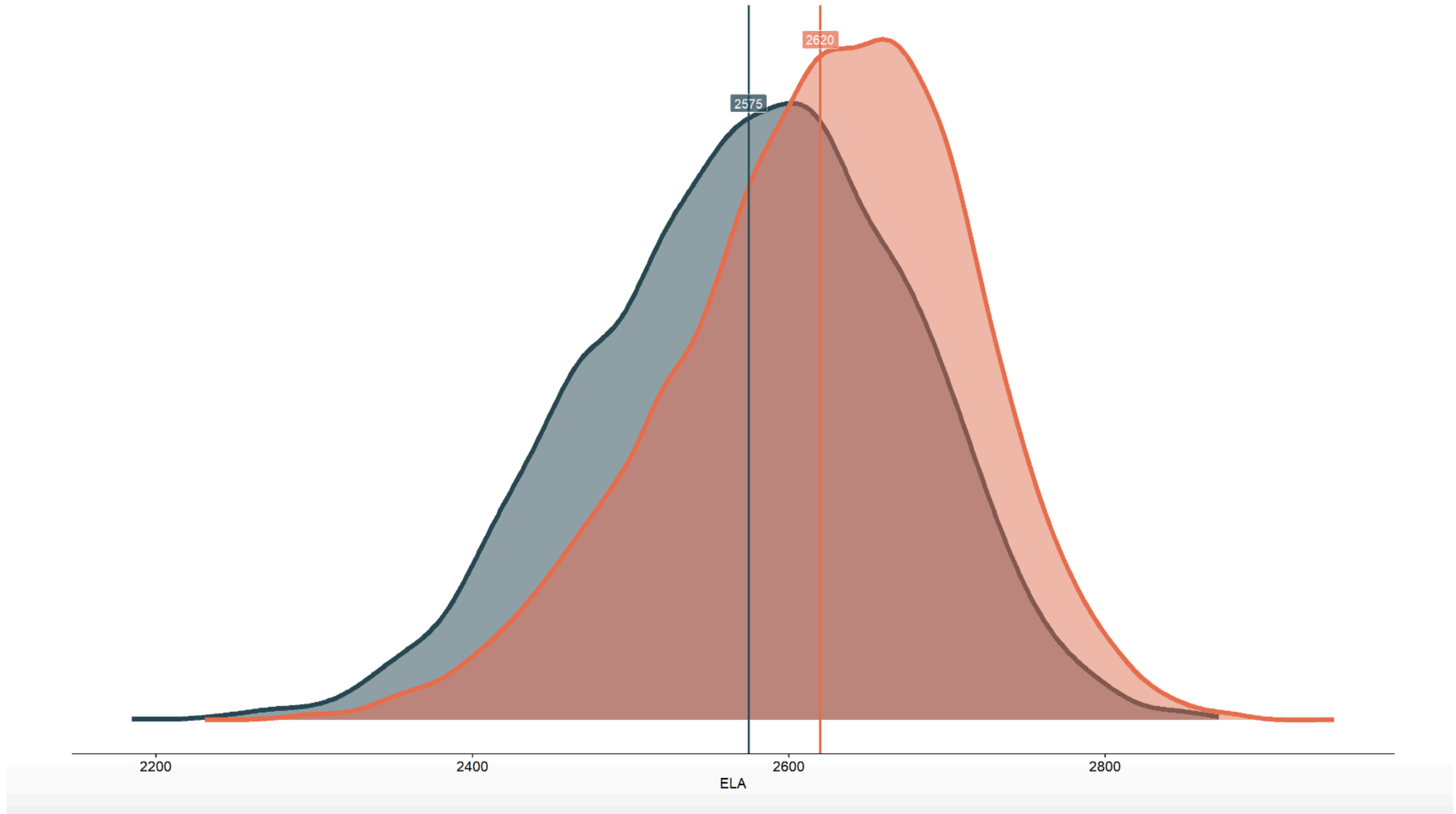
SAT

race ■ Any other ■ White



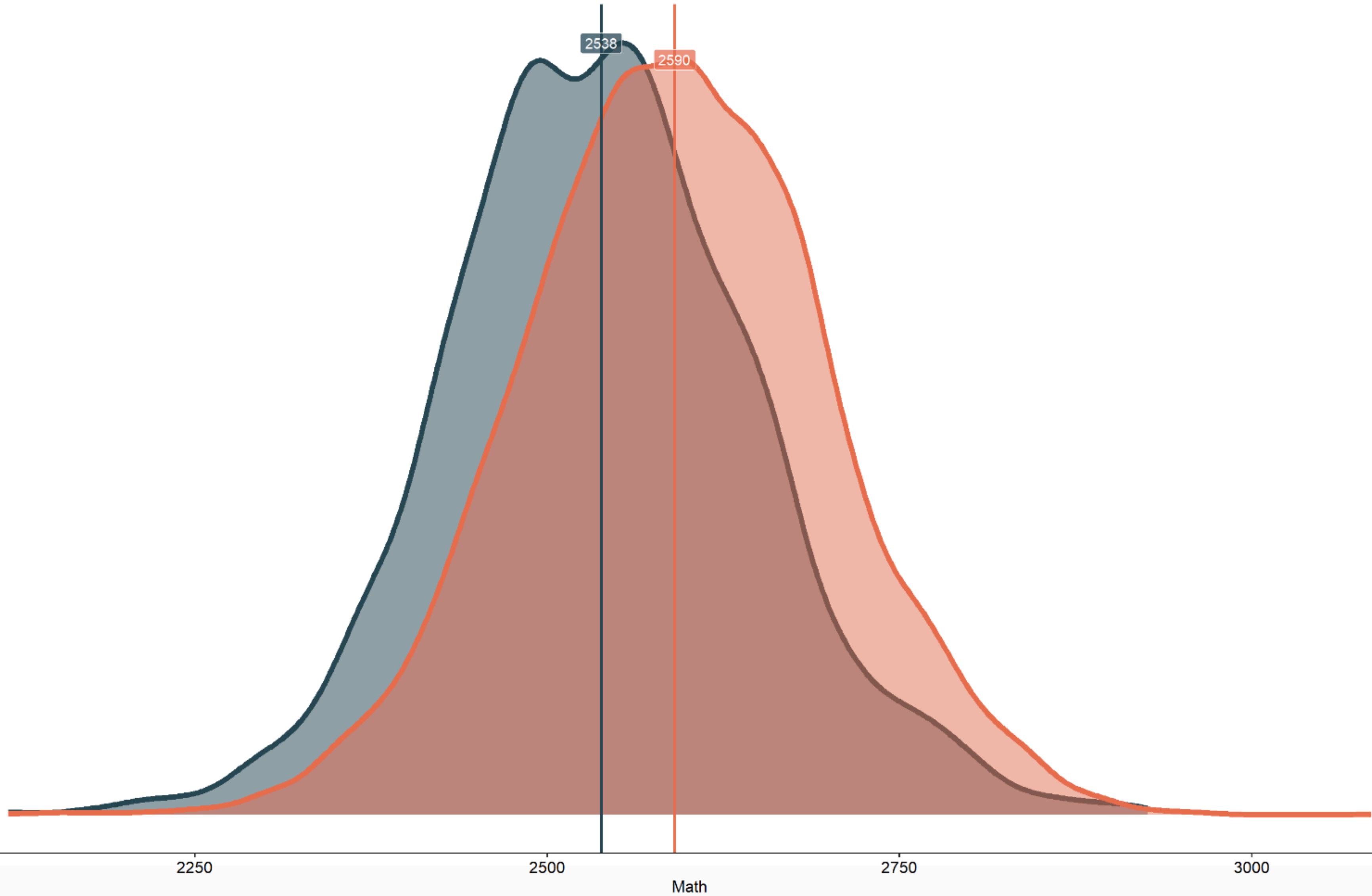
ISAT
ELA

race Any other White



ISAT Math

race Any other White



FSH 2300 – STUDENT CODE OF CONDUCT AND RESOLUTION PROCESS



Faculty approved complete rewrite of FSH 2300

- Faculty Senate - November 28, 2023
- University Faculty Meeting – December 6, 2023

University Curriculum Committee

- Agenda item UCC-24-053, February 5, 2024: Request to edit *General Catalog* policies F-1 and O-2 to bring consistency with new FSH 2300.
- UCC24-053 was tabled by UCC.

F-1. Assigning of “Incomplete Grades”

A grade of "Incomplete" is assigned only when the student has been in attendance and has done passing work up to a time within three weeks of the close of the semester, or within one week of the close of the summer session, **or as a temporary grade during the pendency of a conduct resolution process under FSH 2300 Student Code of Conduct and Resolution Process. Except when assigned under FSH 2300**, it may be assigned only upon agreement of the student and course instructor when extenuating circumstances make it impossible for the student to complete course requirements on time. (Extenuating circumstances include serious illness, car accidents, death of a family member, etc. It does not include lateness due to procrastination, the student’s desire to do extra work to raise their grade, allowing a student to retake the course, etc.) Graduate students on probation, see College of Graduate Studies section on Probation, Disqualification, and Reinstatement. If a grade of "Incomplete" is submitted, the instructor will assign a reversion grade in the event the missing work is not completed or at the end of the FSH 2300 conduct resolution process, as applicable. The instructor must also specify to the student the conditions and requirements for completing the deficient work.

O-2. Academic Performance

Instructors and students are responsible for maintaining academic standards and integrity in their classes. Consequences for academic dishonesty may be imposed by the course instructor **subject to the requirements of FSH 2300 Student Code of Conduct and Resolution Process**. Such academic consequences may include but cannot exceed a grade of "F" in the course. If the student deems the grade unfair, they may appeal through the appropriate departmental administrator and college dean, and finally to the Academic Hearing Board.

In addition to the academic consequences, **students who are found to have violated the Student Code of Conduct may also be subject to other outcomes, as described in FSH 2300.**



Changes to *General Catalog* policies F-1 and O-2 point back to FSH 2300.F-9. (Supplemental process and standards applying to allegations of academic dishonesty)

FSH 2300.F-9.a. “.... Instructors may issue an academic outcome separate from any outcome that the DOS may impose if under the Code there is a finding of responsibility for academic dishonesty/misconduct.”

FSH 2300.F-9.b.10. “The instructor will not issue an academic outcome until after the conclusion of the resolution process, including any responses, and after the decision is communicated to the student.”

FSH 2900.F-9.b.11. “In situations where grades need to be submitted and the process is not yet complete, the instructor will enter a grade of ‘incomplete’ until the process is complete.”

UCC’s decision to table the request to change in *General Catalog* policies F-1 and O-2 was based on academic freedom and existing policy.

Academic Freedom

“... the possibility that an instructor’s grade will be changed implicates academic freedom, and faculty, because of their training, disciplinary expertise, and classroom experience, are uniquely qualified to determine how academic freedom is best practiced and protected.” – American Association of University Professors (AAUP)

Existing Policy

***General Catalog* policy E-6 and FSH 1640.02.C-4 and C-5.** (Academic Hearing Board) recognize the relationship between academic freedom and grades and contemplate issues arising from grades resulting from academic dishonesty.



General Catalog policy E-6. “The assignment of grades and corrections of grades are the sole prerogative of the instructor and are reported by the instructor directly to the Registrar's Office via the U of I Faculty Web.”

FSH 1640.02.C-4. “Although AHB cannot change a grade or require that it be changed, it may order that the grade it considers appropriate also be recorded on the student’s academic records.”

FSH 1640.02.C-5. “It is within the purview of the AHB to hear an appeal of a grade imposed by an instructor as a result of academic misconduct, e.g., cheating or plagiarism. Such a grade constitutes an evaluation and is not to be construed as a penalty.”

Example disregarding new FSH 2300 policy and following old policy

1. Instructor enters a grade of “F” to John Doe due to academic dishonesty, consistent with grade policy in instructor’s syllabus.
2. Instructor reports the incidence of Doe’s academic dishonesty to the Office of the Dean of Students (DOS).
3. DOS adjudicates Doe’s case and finds that Doe did not commit an act of academic dishonesty.
4. DOS contacts instructor concerning their finding and requests that instructor reconsider Doe’s grade.
5. Instructor can either [a] change Doe’s grade through a grade revision (*General Catalog* Regulation E-6) or [b] not change Doe’s grade.
6. If Doe’s grade is not changed consistent with the DOS finding, then Doe has the right to appeal the grade instructor entered for the course to the Academic Hearing Board (FSH 1640.A-1.02.)
7. According to FSH 1640.A-1.02.C-4, “Although AHB cannot change a grade or require that it be changed, it may order that the grade it considers appropriate also be recorded on the student’s academic record.”

Grade submitted should be consistent with instructor’s syllabus policy and should not be awarded arbitrarily or capriciously.

**FSH 1520: Constitution of the University Faculty
Article V, Section 2 - Information for Discussion**

For reference (and to allow you to make sure I didn't make any mistakes), this is the current FTE per college and faculty at large/current representation on Senate:

| AY 23-24 | | | | | | | |
|-------------------------------------|-------------------|------|--------------------|---------------------|--------------------|-----------|--|
| College/Represented Unit | Number of Faculty | FTE | Representatives | | | | |
| CoEd, Health and Human Sciences | 73 | 61 | Taylor Raney | | | | |
| Col of Agricultural & Life Sciences | 204 | 200 | Erin Chapman | Mark Schwarzlaender | Michael Strickland | Alex Maas | |
| Col of Letters, Arts & Social Sci. | 167 | 142 | Florian Justwan | Craig Miller | Kristin Haltinner | | |
| College of Art & Architecture | 49 | 40 | Jean-Marc Gauthier | | | | |
| College of Business & Economics | 40 | 35 | Stefanie Ramirez | | | | |
| College of Engineering | 83 | 80 | Nathan Schiele | Bob Rinker | | | |
| College of Law | 67 | 43 | Jerry Long | | | | |
| College of Natural Resources | 57 | 53 | Steve Shook | | | | |
| College of Science | 95 | 90 | Lyudmyla Barannyk | Eric Mittelstaedt | | | |
| Faculty at Large | 73 | 57.4 | Jylisa Doney | | | | |
| Staff (x2) | N/A | | Barb Kirchmeier | Charles Tibbals | | | |
| Cda | N/A | | Corey McKenna | | | | |
| Student Bar | N/A | | Kenneth Mischel | | | | |
| Boise | N/A | | Tim Murphy | | | | |
| ASUI | N/A | | KaraLin Reynolds | | | | |
| Graduate Student | N/A | | Abbey Rode | | | | |
| IDF | N/A | | Dakota Robertson | | | | |
| Deans | N/A | | Brooke Blevins | | | | |

Also: note that CLASS lost a seat last year.

| | Potential Language/Policy Change (or not) | Impact on Current Membership |
|---|--|------------------------------|
| Current policy, current language | (1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college's representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college. | No change |
| Current policy, new Language | (1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator. After reaching a threshold of 75 full-time equivalent faculty, each college will then elect an additional senator for each 50 full-time-equivalent faculty members in the college. Therefore, colleges with 0-75 FTE faculty will have one senator, 76-125 FTE faculty will have two senators, 126-175 FTE faculty with have three senators, 176-225 FTE faculty | No change |

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|---|---|---|
| | <p>will have four senators. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college’s representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.</p> | |
| <p>50 FTE threshold and bar for additional seats</p> | <p>(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator. Colleges may elect an additional senator for every 50 full-time-equivalent faculty members in the college such that colleges with 0-49 FTE faculty will have one senator, 50-99 FTE faculty will have two senators, 100-149 FTE faculty will have three senators, 150-199 FTE faculty will have four senators, and 200-249 FTE faculty will have five senators. for each 50, or major fraction thereof, full-time-equivalent faculty members, in the , provided, however, that each college faculty elects at least one senator If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college’s representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.</p> | <p>EHHS, CNR, and Faculty at Large each get a second senator; CALS gets a fifth senator</p> |
| <p>60 FTE threshold and bar for additional seats</p> | <p>(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator. Colleges may elect an additional senator for every 60 full-time-equivalent faculty members in the college such that colleges with 0-59 FTE faculty will have one senator, 60-119 FTE faculty will have two senators, 120-179 FTE faculty will have three senators, 180-239 FTE faculty will have four senators, and so on. for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college’s representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.</p> | <p>CHHS would gain a senator</p> |
| <p>65 FTE threshold and bar for additional seats</p> | <p>(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator. Colleges may elect an additional senator for every 65 full-time-equivalent faculty members in the college such that colleges with 0-64 FTE faculty will have one senator, 65-129 FTE faculty will have two</p> | <p>No change</p> |

| | | |
|---|--|---|
| | <p>senators, 130-194 FTE faculty will have three senators, 195-259 FTE faculty will have four senators, and so on. for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college's representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.</p> | |
| <p>70 FTE threshold and bar for additional seats</p> | <p>(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator. Colleges may elect an additional senator for every 70 full-time-equivalent faculty members in the college such that colleges with 0-69 FTE faculty will have one senator, 70-139 FTE faculty will have two senators, 140-209 FTE faculty will have three senators, and so on. for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college's representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.</p> | <p>CALS would lose one senator</p> |
| <p>75 FTE threshold and bar for additional seats</p> | <p>(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator. Colleges may elect an additional senator for every 75 full-time-equivalent faculty members in the college such that colleges with 0-74 FTE faculty will have one senator, 75-149 two senators, 150-224 three senators, and so on. for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college's representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.</p> | <p>CLASS and CALS would each lose a senator</p> |

2023 – 2024 Faculty Senate – ~~Pending Approval~~
Meeting # 24

Approved at Mtg #25
March 19, 2024

Tuesday, March 5, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Blevins, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kirchmeier, Long, Maas, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Rode, Sammaruca (w/o vote), Schiele, Shook, Schwarzlaender, Tibbals.

Absent: Kenyon (excused), Strickland (excused)

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #23, February 27, 2024, were approved with the addition of new ASUI representative Alivia Buchen to the list of members present on 02/27/2024.

Chair's Report:

- About the admissions criteria, yesterday UCC voted to return to our pre-Covid admissions standards. I just wanted to say that we have a large spectrum of students in Idaho, and we need to offer them a variety of options. ISAT is a new test that we need to take it in consideration.

Provost's Report:

- Midterm grades are due March 11. This is a great chance to reach out to students who need extra help.
- Comments on the article found at <https://www.idahoednews.org/top-news/u-of-i-funnels-7-3-million-of-phoenix-consulting-to-greens-former-employer/>
Provost Lawrence read a statement from President Green categorically denying any conflict of interest in the hiring of the Hogan Lovells firm. He has been gone from the firm for several years and has no financial interests in it. The firm was hired for its expertise in regulatory services and outstanding reputation. They are the best of the best. In fact, the Chief Justice of the United States Supreme Court, John Roberts, was a partner at Hogan Lovells. Knowing that our state and our university deserves the best due diligence available, our University Counsel Kent Nelson hired Hogan Lovells for this work. The article seems an attack to discredit President Green and the university.
- Comments on legislative actions regarding the University of Phoenix affiliation, see <https://idahocapitalsun.com/2024/02/15/idaho-legislators-threaten-lawsuit-to-stop-university-of-phoenix-purchase/>.

On Thursday and Friday, the House State Affairs Committee had two hearings. On Thursday they did ask us some questions, but on Friday they relied primarily on the viewpoints of the opposite side, and only asked us one question in an hour and a half of presentations. House Concurrent Resolution 25 can be summarized in four main points (see "Let It Be Resolved..." section): Asking the State Board of Education to reconsider their May 18, 2023 decision; Asking the State Board to reconsider the affiliation until they can be more involved; Asking the State Board and the university to fully cooperate with the legislature about the affiliation. We've answered questions and participated in hundreds of meetings with legislators. So, we feel like we've cooperated from the start. The final point of the bill is that it authorizes the speaker and pro temp to act as an agent of the legislature if there were to be any legal action. The coverage on this point has

been a little confusing. The purpose of this part of the resolution is not to take legal action but to authorize two individuals to act should it be needed. Resolution 25 passed the House today with a vote of 49 in favor and 21 against and goes to Senate next. We continue to have conversations with legislators daily about all of this.

- A couple of other things from last week's meetings. Senate Bill 1357 (like the legislation in Texas and Florida), could remove all DEI staff and programming from universities. It's currently not past the legislature, and we don't know if it will reach the floor in either chamber. The university is concerned and we've made those concerns known.

Addressing a question placed in the chat, the Provost said that it's not clear who stands to benefit from blocking the University of Phoenix acquisition. A lot of these questions are not necessarily judging the affiliation itself, but really the power and the authority around.

As private individuals, you can address your legislators with opinions and concerns about all these legislative measures.

There are two other topics regarding legislature. One is around remote work. We don't know if it will pass, but we'll know soon, as we're entering the final month or so of the legislative season. They're hoping to adjourn before the end of March. The other one is CEC. It was very encouraging to see that the Education committee wanted to understand how only half of an approved standard CEC goes to fund the universities, and they were very interested in learning more about fully funding it.

Discussion:

A senator expressed deep concern about President Green's decision to hire Hogan Lovells having turned into a big PR problem, at a time when our opponents are trying to make waves. President Green should have been aware of the consequences, even if only based on perceptions. The president, not GC, bears the responsibility for these decisions. Furthermore, the massive redaction of documents signals no transparency. The Provost responded that there was awareness, but the decision was driven by the reality that this firm is one of the best. As for redacted documents, some confidential information is protected by law. We are following the law. (This point was supported and elaborated on by a senator with legal training.)

Chair Gauthier asked whether there is a back-up plan should the Phoenix transaction fail. The Provost responded that many discussions are going on. They will continue to address concerns as they become known to them.

Another senator brought up the financial piece of the deal that would result into expenses of \$10M per year for the U of I. They are wondering how much the university is pouring into a deal which may not even happen, and if it does happen, our payout is at least a year in the future. While debates are still going on, it would help to talk about the financial piece. Provost Lawrence responded: Concerning the upfront costs we've already invested, any business transaction requires costs. We've had a massive team of experts because we felt it was important to fully vet this. It is a large amount of money. Part of the closing transaction details may include reimbursement of transaction costs. As for our 10-million-dollar revenue piece, we don't have to wait a year, because it's included in the closing costs being finalized. As with any business, there is a risk of getting into it, should one decide to walk away. But we're committed to this transaction and so are the university of Phoenix and the sellers. He encouraged everybody to look at the big picture. A lot has been invested because it was worthy of that for our own safety, and to mitigate risks as much as possible.

Vice Chair Haltinner suggested to keep in mind the broader issue of transparency, besides the PR problems. She is very reassured to hear that the money will be reimbursed in closing. She asked Provost Lawrence to confirm that, should the deal not close, the money already invested is lost. The Provost confirmed.

A senator argued that the perception of nepotism may be likely, if President Green has friends among his previous business associates. Another senator, who watched the JFAC meeting, was puzzled by some of the narrative and reactions, because the Phoenix deal and the role of JFAC are separated.

Next, the discussion focused on the possible impact of current controversial issues on other appropriation decisions from the legislature. Senators are worried about possible repercussions on next year's appropriation decisions. Provost Lawrence: It's very hard to predict what JFAC or any legislative body is going to do. SBOE and U of I have fully cooperated with the legislators since May. We will respond to their needs and requests as they come in.

Committee Reports (voting):

- Proposed changes to the Faculty Staff Handbook:
 - FSH 1640.08 Admissions Committee – Kristin Haltinner, Vice Chair of Faculty Senate, Attach. #2
The Vandal Gateway Program requests inclusion on the Admissions Committee as a nonvoting member. Like the other nonvoting members on the committee, the Vandal Gateway Program director has important insights into the types of support offered at UI for people requesting admissions appeals. This proposal is coming from the Committee on Committees.
Discussion:
A senator noted that VGP is currently a pilot program, and thus this addition may have to be removed if the program isn't continued. It should be clear that this action doesn't make VGP more likely to be approved.
A senator proposed to amend by adding "or designee" next to "the director of the Vandal Gateway Program."
A senator asked whether we could approve it for one year only. Policy Coordinator Diana Whitney replied that there is no mechanism to change a policy for just one year.
Motion to amend (Tibbles, Mittelsteadt) adding "or designee" next to "the director of the Vandal Gateway Program."
Vote on the amendment: 21/22 yes; 1/22 no.
Vote on amended motion: 19/22 yes; 3/22 no. Motion passes.
 - FSH 2700 Student Evaluation of Teaching – Erin Chapman, Family and Consumer Sciences, Alistair Smith, Department Chair, Earth and Spatial Sciences and Chair, Faculty Affairs Committee, Attach #3.
Alistair Smith gave a brief background on these revisions to FSH 2700. They involved a multi-year Senate Taskforce that included representatives from ASUI leadership and input from the Faculty Affairs Committee and the University Teaching Committee and were focused on reducing bias and discrimination associated with the questions that are counted towards candidate's student course evaluation summaries used in the tenure and promotion processes. Revisions align FSH 2700 with changes already approved under FSH 1565 C.1.a that reframed evaluations to, instead, feedback on teaching effectiveness. Smith commented that the name of the policy should reflect the change to FSH 2700 Student Feedback on Teaching Effectiveness. The format of the policy was updated to align it with the rest of the FSH, namely by adding purpose, scope, policy, and procedure sections. Revisions also included clarifying when mid-semester formative feedback occurs, and how the data can be used. Revisions also introduced an appeals mechanism for instructors to

challenge inclusion of feedback in their records. As part of the revisions process, a new standard form for mid-semester formative feedback was created (it did not exist previously) and a revised standard form for end-of-semester formative feedback was developed. Finally, a mechanism to support instructors not meeting teaching effectiveness expectations was introduced.

Discussion:

In response to a question, Smith confirmed that instructors can still include additional questions.

Another senator argued that completing the course valuations should be a requirement for the students. Smith said that the committee discussed it but decided against it.

There is a preamble to explain the scope, but more information should be given to the students before making it mandatory. Some additional discussion followed about the pros and cons of mandatory evaluations. It may be something to consider in the near future, to increase the response rate and a more realistic distribution of positive and negative comments.

The discussion moved to FSH 2700 Form D-3 (mid-term formative feedback) and D-4 (end-of-the-semester feedback). Some senators asked for clarification on the questions that are or are not required for the purpose of P&T and annual evaluation, and the N/A option if students feel the question is not relevant to their course. Smith pointed to the instructions at the top of the forms. Only the five questions marked with an asterisk count for P&T and annual evaluations. The others are purely formative.

A senator asked about the second question in the Teaching Delivery part of form D-4, that refers to the course applied learning components. Although it's just formative, they worry that this item might influence students in a negative direction, even if the course is not supposed to have applied learning components. From survey design theory, a particular question in the survey will influence what comes before and what comes after. Smith noted that the present order can be rearranged. They are not proposing an order. The task force consulted with experts in the social sciences and law faculty, as well as experts on gender bias issues. Narrative is encouraged where students can provide constructive feedback. And again, if hate speech or insulting comments appear in the narrative, the instructor has the right to ask to have those tossed. If the chair, dean and the vice provost for faculty deny the request, they can appeal to the FHAB. The task force included an appeal mechanism because many international faculty have had nasty evaluations that remain in their permanent records. It was time to improve this process. As for the order in which the questions are presented, when this goes into Anthology, those with the asterisk may come first, followed by the formative feedback. The senator had also some concern about assignments being the main theme in the course content part of form D-4.

Many agreed that, overall, this proposal is a huge step forward.

Vice Chair Haltinner pointed to the second question on "Syllabus and Course Expectations." She is not comfortable with the wording "... was easy to access and coherently organized." Access is mostly about technology. If a system fails, that will reflect poorly on the instructor. Furthermore, "coherently organized" means something different to different people. Smith responded that the five starred questions were selected by FAC, but Senate is welcome to make changes.

Erin Chapman gave some additional background on how the questions were chosen. She agreed that there could be some subjectivity in assessing what's coherently organized.

Another senator echoed the concern about technology being an issue. If something doesn't work, the instructor would be held accountable. Also, in the first sentence of FSH 2700 D-3, the word "will" implies that the formative mid-semester feedback is required.

A senator asked whether it is possible to integrate this survey with Canvas. Can we give some form of reward, such as a few extra points, to the students who submit feedback? Smith replied that every instructor already has that ability.

There was a request for clarification about dropping the "neutral" category from the possible choices for the starred questions. Smith confirmed that it was removed and explained that the reason for the removal is that under the old format, the neutral answer reflected a score of 3.0, which equated to not meeting expectations, which was not the intent of a neutral response. Smith explained that in the new forms, where N/A is allowed, as per the proposed revision to FSH 2700, those responses are no longer recorded. Smit also, clarified that N/A will not be an option for the asterix questions.

Proposed amendments (Mittelsteadt, Maas):

In the first sentence of FSH 2700 D-3, replace "will" with the word "may." Under "Syllabus and Course Expectations" in the end-of-semester evaluations, the question that says "The course syllabus was easy to access and coherently organized" shall be removed from consideration as one of the five questions (thereby reducing the number of questions to 4) used in tenure, promotion and evaluation.

Vote on the amendments: 17/19 yes; 2/19 no.

Vote on the amended motion: 16/19 yes; 3/19 no. Motion carries.

- FSH 3500 Promotion and Tenure – Erin Chapman, Family and Consumer Sciences, Alistair Smith, Department Chair, Earth and Spatial Sciences and Chair, Faculty Affairs Committee Attach. #4
Revision to add a reference to FSH 2700 regarding the questions in student feedback on teaching that can be counted toward a candidate's student course evaluation summaries used in the tenure and promotion processes.
No questions.
Vote: 19/19 yes.

Announcements and Communications:

- Online Software Approval Ticketing Process – Teresa Amos, Director, IT Planning and Initiatives, Office of Information Technology.

A senator inquired about the recent change from OIT that requires preapproval to get reimbursed through Chrome River for the purchase of some common software. What is the thought process for doing that?

Teresa didn't have background to prep with, so she is not able to give any specifics on this question. She will look into the matter and report to senate at a later time.

This conversation will continue when Teresa returns to senate, along with the one on the transition to MyUI.

Additional discussion:

A senator reported submitting a ticket 20 days earlier for a well-established software called CMA, Comprehensive Meta Analysis, developed by NIH and used by many federal agencies. It's needed for two Ph.D. students for their Prelim Exam. They have eight weeks to complete the exercise. This senator is very concerned about the timeline. They may have to readjust the Ph.D.

Prelims schedule, which will create additional complications. Teresa will investigate this specific ticket and communicate to the senator what she finds out.

- A senator reported comments from several faculty about the recent satisfaction survey from OIT. The space to provide commentary is insufficient, about 60 words. Teresa replied that Dan Ewart was aware of that feedback and has resolved the problem with institutional research.
- Women's Leadership Conference – Laurel Meyer, Education Abroad Advisor/Marketing Coordinator, International Programs Office.
Laurel Meyer is one of the planning co-chairs for the Women's Leadership Conference, and the Athena co-president for staff. After a five-year hiatus, the Women's Leadership Conference is returning to campus on April 2. The registration link went live today on the conference website, <https://www.uidaho.edu/diversity/edu/womens-center/events/womens-leadership-conference>. Please share this opportunity with all your colleagues. It is a full-day event, and it is free. It's a joint conference between the University of Idaho and Washington State University. Most of the seats are reserved for either members of U of I or WSU, but there are some limited seats available for community members as well. We're not necessarily inviting students to attend, but if there's a student who's motivated and would like to attend, they're welcome to register. But that's not our target audience. Over the next couple of days, the website will be updated with the full schedule. For any questions, please contact Laurel Meyer at laurelm@uidaho.edu.

New Business:

None.

There will be no meeting next week (spring break).

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 5:03pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #24

Tuesday, March 5, 2024 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #23 February 27, 2024 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
 - Discuss Idaho Ed news article about Hogan Lovells
 - Discuss Idaho Sun article about UofPhx Acquisition
- V. Committee Reports (voting)
 - Proposed changes to the Faculty Staff Handbook
 - FSH 1640.08 Admissions Committee – Kristin Haltinner, Vice Chair of Faculty Senate **Attach. #2**
 - FSH 2700 Student Evaluation of Teaching – Erin Chapman, Family and Consumer Sciences, Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach #3**
 - FSH 3500 Promotion and Tenure – Erin Chapman, Family and Consumer Sciences, Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #4**
- VI. Announcements and Communication
 - Online Software Approval Ticketing Process – Teresa Amos, Director, IT Planning and Initiatives, Office of Information Technology
 - MyUI Delay/Change – Teresa Amos, Director, IT Planning and Initiatives, Office of Information Technology
 - Women's Leadership Conference – Laurel Meyer, Education Abroad Advisor/Marketing Coordinator, International Programs Office
- VII. New Business
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #23 February 27, 2024
- **Attach. #2** FSH 1640.08
- **Attach. #3** FSH 2700
- **Attach. #4** FSH 3500

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 23

Tuesday, February 27, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Long, Maas, McKenna, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Rode, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Strickland, Tibbals.

Absent: Lawrence (excused), Miller.

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #22, February 20, 2024, were approved as distributed.

Chair's Report:

- After meeting with Boise State University and the Idaho State Board of Education admissions change workgroup, we received more data and some answers to your questions. See attached slide. Dave Paul (UCC) requested more data before the next UCC meeting. FSL will review the information and data tomorrow at our Wednesday meeting and prepare a packet including the latest data from Wes. All the information we gather will go to UCC and their recommendation will come to Faculty Senate.

Provost's Report, delivered by Vice Provost for Faculty Diane Kelly-Riley:

- The next faculty gathering is today, from 4:30 to 6:30. It will be at the ICCU Arena in the alumni room, hosted by the College of Graduate Studies, and Dean Jerry McMurry. The next will be on March 21, 2024, Vandal Ballroom, hosted by COS. <https://www.uidaho.edu/provost/faculty-gathering>
- Midterm grades are due March 11.
- Discussion: With reference to Senate Bill 1357, a senator asked if there is any insight on what the implications for us can be, such as the university inability to provide training in diversity and inclusion. Vice Provost Kelly-Riley concurs that the bill is concerning. Nothing is definite yet. She will share the question with the Provost, who may be in a better position to address it. Of course, anyone, acting as a private citizen, can contact their legislators to express their concerns. Faculty Senate is very concerned about the potential impact of this bill.

Suggestion: invite Yolanda Bisbee to visit with Faculty Senate.

There were inquiries concerning a recent article on Idaho Ed News, see link below, <https://www.idahoednews.org/top-news/u-of-i-funnels-7-3-million-of-phoenix-consulting-to-greens-former-employer/>, and a request for updates on the lawmakers' resolution to sue the University of Idaho to stop the University of Phoenix purchase, see link below, <https://idahocapitalsun.com/2024/02/15/idaho-legislators-threaten-lawsuit-to-stop-university-of-phoenix-purchase/>. Vice Provost Kelly-Riley will inform Provost Lawrence of these questions.

There was a reminder that both LC and U of I are on the JFAC agenda tomorrow, at 7:00am MT.

Announcements and Communications:

- Language regarding Faculty Senate membership, FSH 1520 – Kristin Haltinner, Vice Chair of Faculty Senate, Attach #2.

Kristin led a discussion on possible revisions of FSH 1520 Constitution of the University Faculty Article V, Section 2. The question is whether we should clarify and/or modify the current language “...*The faculty of each college, except the College of Graduate Studies, elects one senator for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator...*” This means that every college has one senator, and one more for every additional 50 FTE faculty in the college. Kristen considered several scenarios (see Attach.2). All options, other than keeping the current policy, impact the membership, namely, some colleges would lose or gain senate representatives.

Discussion:

A senator asked whether there is a need for a change, and, if so, what the reasons are. Other senators noted that the current policy disadvantages small colleges regarding the addition of a second senator. On the other hand, it was also acknowledged that it may be hard to fill new seats from small colleges, who have less service capacity, without additional workload for the college delegates.

A senator demonstrated that the current language gives most stability of senate membership with respect to changes in the number of faculty in the colleges.

Ultimately, there was consensus that no substantive changes should be made, although the current language could be clarified.

- Committee on Committees Update – Kristin Haltinner, Vice Chair of Faculty Senate.
Review of Committee Audit. Members of the Committee on Committees are looking into selected committees which may need revisions/repurposing:
 - FSH 1640.20 University Budget & Finance Committee. Revisit roles under the new budget model.
 - FSH 1640.43 Faculty Appeals Hearing Board. Procedures, scope of the board.
 - FSH 1640.58 Ubuntu. Simplify membership – too many non-voting members who seldom attend.
 - FSH 1640.81 University Staff Compensation Committee. Large workload.
 - FSH 1640.10 Americans with Disabilities Act Advisory Committee. Unfilled seats. There are ideas but no money. Reinstatement the budget for this committee?
 - FSH 1640.36 Dismissal Hearing Committee. Heavy emotional load, summer meetings not anticipated in FSH 1640.36.
 - FSH 1640.77 Scientific Misconduct Committee. The workload became large last year, possibly because of a note in the Daily Register.
 - FSH 1640.06 Administrative Hearing Board. Lack of gender diversity since a long time.

Other updates:

- Adding one non-voting seat from the VGP team on the Admission Committee.
- Committee preference survey. Appointments will be made in March.
- Sustainability Certificate. Last Fall, Faculty Senate appointed the existing interdisciplinary faculty-led committee as an *ad-hoc* program committee to serve as the ‘relevant unit and college’ authorized to submit curricular proposals per FSH 4120-E. This committee is empowered to propose the UG Academic Certificate in Sustainability

to the University Curriculum Committee as a University-Wide Program, and to set its initial curriculum. They are now seeking approval to turn the *ad hoc* committee into a permanent university-level committee.

- As a reminder, the Secretary points to recently revised FSH 1620 University-Level Committees, in particular FSH 1620 E-13 “ *Prepare a succinct year-end report for submission to the Faculty Senate in care of the Office of the Faculty Secretary for distribution as needed. The report must contain: number and approximate frequency of the committee meetings; committee goals; committee accomplishments...*”

New Business:

- OIT changes:
 - New online software approval ticketing process. Suggestion: invite Teresa Amos or Dan Ewart to clarify.
 - MyUI will soon replace VandalWeb. Suggestion: invite Dan Ewart for updates.

- Generally, fees for membership in professional organizations are not reimbursed by the university. Why so and are there exceptions?

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:40pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

YEAR 2019

Cohort = 22000 students

% of student that qualify for the letter of 8

ISAT 3/3 = 34%

ISAT 3/3 or GPA 3.0 = 64%

ISAT 3/3 and GPA 3.0 = 30%

ISAT 3/2 and GPA 2.8 = 66%

ISAT 3/3 and GPA 2.8 = 32%

ISAT 3/3 or GPA 2.8 = 72%

Class of 2021 - GPA 2.8 = 61%



POLICY COVER SHEET

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All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **FSH 1640.08 ADMISSIONS COMMITTEE**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator: Kristin Haltinner

Policy Sponsor, if different from Originator: Torrey Lawrence, Provost

Reviewed by General Counsel ___ Yes ___x___ No Name & Date:

1. Policy/Procedure Statement: Briefly explain the reason for the proposed addition, revision, and/or deletion.

The Vandal Gateway Program requests inclusion on the Admissions Committee as a nonvoting member. Like the other nonvoting members on the committee, the Vandal Gateway Program director has important insights into the types of support offered at UI for people requesting admissions appeals.

The Admissions Committee chair ran this by the committee and it was supported.

2. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?

None

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1640: Committee Directory

1640.08

ADMISSIONS COMMITTEE

A. FUNCTION. To act on applications for admission to UI in the cases of undergraduate applicants who do not meet minimum requirements for admission but who request a review. The Admissions Committee also evaluates and acts on applications of undergraduate students to special UI programs requiring minimum qualifications lower than those for regular admission to the University of Idaho. The Admissions Committee also hears appeals from disenrollment when that disenrollment is the result of the presentation of incomplete or false information on initial application as an undergraduate at UI. Decisions of this committee may be appealed as stated in [FSH 2500](#). (Similar applications for admission to the College of Graduate Studies are acted on by the Graduate Council, and its decisions may be appealed as stated in [FSH 2500](#); those for admission to the College of Law are acted on by that college's Committee on Admissions, and its decisions may be appealed, in order, to the full faculty of the college and, when they consent to hear the appeal, to the president of the university and the regents.)

A-1. This committee traditionally meets during the summer.

B. STRUCTURE. Five members of the faculty, director of counseling and testing center or designee, chair of Ubuntu or designee, a member of the American Language and Culture Program faculty, and the following without vote: director of admissions (or designee), -a Student Support Services designee, a representative from the Office of Multicultural Affairs, a professional advisor, [the director of the Vandal Gateway Program](#), and up to two representatives from student support programs. To assure a quorum, alternates for the faculty positions are appointed by the chair of the Admissions Committee from a list of those who have previously served on the Committee. †



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 2700 STUDENT EVALUATION OF TEACHING**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

**Policy originator: Erin Chapman (former Student Feedback on Teaching Senate Taskforce Chair)
Alistair Smith (FAC Chair, and former Student Feedback on Teaching Senate Taskforce Chair)**

Policy sponsor, if different from originator: Gwen Gorzelsky, Vice Provost Academic Initiatives

Reviewed by General Counsel: Yes No Name & Date: Kim Rytter, 4/8/23

Comprehensive review? Yes No

1. Policy/Procedure Statement: Briefly explain the reason for the proposed change.

Revision of FSH 2700 Student Evaluations of Teaching. Revisions to FSH 2700, which involved a multi-year Senate Taskforce that included representatives from ASUI leadership and input from the Faculty Affairs Committee and the University Teaching Committee, were focused on reducing bias and discrimination associated with the questions that are counted towards candidate’s student course evaluation summaries used in the tenure and promotion processes.

Revision aligns FSH 2700 with changes already approved under FSH 1565 C.1.a that reframed evaluations to instead feedback on teaching effectiveness. The format of the policy was updated to align it with the rest of the FSH, namely by adding purpose, scope, policy, and procedure sections. Revisions also included clarifying when mid-semester formative feedback occurs, and how the data can be used. Revisions also introduced an appeals mechanism for instructors to challenge inclusion of feedback in their records. As part of the revisions process, a new standard form for mid-semester formative feedback was created (it did not exist previously) and a revised standard form for end-of-semester formative feedback was developed. Finally, a mechanism to support instructors not meeting teaching effectiveness expectations was introduced.

2. Fiscal Impact: What fiscal impact, if any, will this change have?

Minimal. Will require updating forms in anthology.

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 3500 Promotion and Tenure

- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

UI FACULTY-STAFF HANDBOOK

CHAPTER TWO:

STUDENT AFFAIRS POLICIES

2700

STUDENT EVALUATION OF TEACHING

OWNER:

Vice Provost for Academic Initiatives
Dean Panttaja
panttaja@uidaho.edu

LAST REVISION: July 2008

CONTENTS:

A. Purpose

B. Scope

BC. Policies Policy and Procedures

D. Procedure

A. PURPOSE. Student ~~evaluation of feedback on~~ teaching has two divergent purposes. First, student ~~evaluations~~ feedback assists individual instructors in improving ~~their own teaching course design, delivery, assessment, and expectations~~ ("instructor," as used in this section, refers to any teaching member of the faculty or staff, including graduate teaching assistants). Second, ~~they student feedback~~ assists academic administrators in counseling instructors about their teaching and ~~they are the feedback is~~ carefully weighed as a factor in ~~judging-evaluating~~ the teaching component in tenure, promotion, and salary determinations. ~~To achieve the first of these purposes instructors are urged to provide their students mechanisms for evaluation throughout the academic term. To assist academic administrators in evaluation, the following policy and procedures have been adopted.~~

B. SCOPE. This policy applies to all instructors and students at the University of Idaho.

BC. POLICIES AND PROCEDURES.

B-1. All students will have the opportunity to evaluate each of their instructors in all sections of all courses during every academic term.

D. PROCEDURE

D-1. The Office of the Provost is responsible for oversight of the administration of the feedback process, except for feedback in the College of Law and the WWAMI Regional Medical Education Program, which will be administered by those programs.

D-2. Standard university forms for anonymous mid-term formative feedback (D-3) and end-of-semester feedback (D-4), as approved by the faculty, will be used by all instructors in all of their classes, except in the College of Law and the WWAMI Regional Medical Education Program, which will use evaluative devices tailored to their needs. The student evaluation summary referred to in FSH 3500 D-2 c shall comprise the questions denoted by an asterisk in form D-4.

D-3. Mid-term formative feedback on teaching will take place during the three-week period centered on the mid-term week of the academic term or the proportion thereof for courses of less than a semester duration. The feedback will be made available to faculty two weeks after mid-terms to encourage student input for faculty seeking to improve teaching. The data generated through the mid-term formative evaluation process shall be for evaluative use by the faculty member. The data are not considered part of the faculty member's record and are not to be used in any evaluation of the faculty member, unless included in the record at the discretion of the faculty member.

UI FACULTY-STAFF HANDBOOK
Chapter II: STUDENT AFFAIRS POLICIES
Section 2700: Student Evaluation of Teaching
July 2008

D-4. End-of-term feedback on teaching shall take place during the last three weeks of the academic term (excluding final exam week) or the proportion thereof for courses of less than a semester duration.

D-5. All student feedback on teaching will be provided to the instructor, irrespective of response rates or class size (excluding courses where only a single student is enrolled).

D-6. The Office of the Provost shall see that a database is maintained of end-of-term feedback for at least the last five academic years. The data shall be made available to colleges and academic units as needed, and the numerical summaries of an instructor's end-of-term feedback shall be made available to students or other members of the university community upon request.

D-7. The Office of the Provost, in conjunction with the University Teaching Committee, will review the student feedback on teaching forms and processes at least every five years.

D-8. Student feedback on teaching must comply with all university policy, including FSH 2300 Student Code of Conduct. Instructors may submit to their dean requests for the exclusion of individual student feedback on teaching that violates university policy from materials used in annual evaluations and for promotion and tenure consideration. The decision of the dean is appealable to the Vice Provost for Faculty and then through the policies and procedures in FSH 3840.

D-9. Instructors who receive feedback on teaching effectiveness that fails to meet unit expectations will be referred by the unit chair to the Center for Excellence in Teaching and Learning to receive faculty development support and to design a strategy for improving their teaching.

D-10. Student feedback reported as not-applicable (N/A) on the standard university forms will not be included in annual evaluations and in the evaluation of the teaching component used in tenure, promotion, and salary determinations.

E. RELATED INFORMATION

E-1. Form D-3

E-2. Form D-4

~~B-2. The standard university form, as approved by the faculty, will be used by all instructors in all of their classes, except in the College of Law which will use an evaluative device which it has tailored to its needs.~~

~~B-3. The Office of Academic Affairs has the responsibility of oversight in the administration of the evaluations, except those in the College of Law.~~

~~B-4. The evaluation shall take place during the last three weeks of the academic term (excluding final exam week) or the proportion thereof for courses of less than a semester duration.~~

~~B-5. Instructors will be able to view the student responses for their courses after final grades have been submitted.~~

~~B-6. A system for mid-term formative evaluation of instruction will be available to encourage student input for faculty seeking to improve teaching. The electronic data generated through the formative evaluation process shall be for evaluative use by the faculty member. The data are not considered part of the faculty member's record, and are not to be used in an evaluation of the faculty member by another, unless included in the record at the discretion of the faculty member.~~

UI FACULTY-STAFF HANDBOOK
Chapter II: STUDENT AFFAIRS POLICIES
Section 2700: Student Evaluation of Teaching
July 2008

~~B-7. The Office of Academic Affairs shall see that a database of evaluation results for at least the last five academic years is maintained. These results shall be made available to colleges and academic units as needed, and the numerical summaries of an instructor's evaluations shall be made available to students or other members of the university community upon request.~~

~~B-8. The Office of Academic Affairs, in conjunction with the Teaching and Advising Committee, will review the student evaluation of teaching forms and processes periodically, at least every five years.~~

Version History

Amended July 2008. The on-line process was evaluated which resulted in minor policy language changes and removal of section C dealing with implementation of the on-line system. This made the original Handbook section obsolete, and thus it was completely revised.

Amended July 2002. Following a period of testing in 2001, a paperless web-based evaluation system was given formal approval in 2002.

Amended July 1992. Edits were made to reflect the removal of student evaluations to the Office of Academic Affairs.

Adopted 1979.

FSH 2700 Forms

Student feedback on an academic course and learning environment

1. ~~How often did you attend class or online learning environment? (Circle one)~~

~~Less than 60%~~

~~60%+~~

~~70%+~~

~~80%+~~

~~90%+~~

2. ~~How many hours per week did you do work for this course? (Circle one)~~

~~Less than 2 hours~~

~~2+ hrs.~~

~~4+ hrs.~~

~~6+ hrs.~~

~~8+ hrs.~~

Please use the following scale to answer questions 3, 4, and 5.

SD—strongly disagree; D—disagree; N—neutral; A—agree; SA—strongly agree

3. ~~The instructor expressed clear expectations for learning outcomes in this course.~~

4. ~~Overall, the content and organization of this course contributed to your understanding of this subject.~~

5. ~~Overall, the instructor's delivery and efforts contributed to your understanding of the course material.~~

6. ~~The instructor was helpful to me outside of class or online learning environment. (Circle one)~~

~~No~~

~~Yes~~

~~N/A (I did not seek help from the instructor outside of class)~~

Comments:

~~7. What were some positive aspects of the course that supported learning?~~

Comments:

~~8. What aspects and/or content of the course that could be improved to better support learning?~~

Comments:

FSH 2700 Form – D3 (mid-term formative feedback)
Student feedback on an academic course and learning environment

Purpose: We need your feedback to help provide the instructors with information that may improve the course for the remainder of this semester. This information is only shared with the instructor and is not used as part of their permanent teaching record. Please remember that instructors can include faculty, staff, and graduate teaching assistants. This questionnaire should take approximately 5 minutes to complete.

Instructions:

- In terms of the following categories, please rate your agreement with each statement.
- If the question is not relevant to the course (e.g., the course has no labs, or has no written assignments) or you have no feelings about the question, please select N/A.
- Feedback must be free of hate speech and discrimination.
- Several questions are appropriate for all courses and will not have the N/A option.
- Narrative feedback must comply with all university policy, including FSH 2300 Student Code of Conduct.

| Mid-Semester Formative Feedback | N/A | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|---|-----|-------------------|-------------------|----------------|----------------|
| The course materials are delivered in a manner that is easy to follow and understand. | | | | | |
| The course materials are easy to access. | | | | | |
| The course assignments are useful for a better understanding of the topic. | | | | | |
| The course labs reinforce the course content. | | | | | |
| The instructor organizes and manages the class sessions well. | | | | | |
| The instructor provides useful feedback to me on my coursework. | | | | | |
| The instructor gives grades that are consistent with course rubrics and class expectations. | | | | | |
| The instructor provides opportunities for students to ask and answer questions related to the content. | | | | | |
| Narrative: As you reflect on the course up to this point, what things are working well for you? | | | | | |
| Narrative: As you reflect on the course up to this point, what things are not working well for you? | | | | | |

FSH 2700 Form – D4 (end-of-semester feedback)
Student feedback on an academic course and learning environment

Purpose: We need your feedback on this assessment for two reasons. First, instructors rely on your answers to improve their teaching. Instructors can include faculty, staff, and graduate teaching assistants. Second, your responses are used to guide instructors' annual performance evaluations and in evaluating the teaching component in tenure, promotion, and salary determinations. This questionnaire should take approximately 15 minutes to complete.

Instructions:

- In terms of the following categories, please rate your agreement with each statement.
- If the question is not relevant to the course (e.g., the course has no labs, or has no written assignments) or you have no feelings about the question, please select N/A.
- Several questions are appropriate for all courses and will not have the N/A option.
- Narrative feedback must comply with all university policy, including FSH 2300 Student Code of Conduct.

| Teaching Delivery | N/A | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|--|------------|--------------------------|--------------------------|-----------------------|-----------------------|
| The instructor's delivery and management of the class sessions contributed to your understanding of the course material. * | | | | | |
| The instructor organized the course's applied learning components (e.g., labs, studios, field trips) well. | | | | | |
| The instructor provided opportunities for students to ask and answer questions. | | | | | |
| The instructor provided opportunities for students to engage with the subject matter in a variety of ways (e.g., group discussions, group projects). | | | | | |
| The instructor provided useful feedback to me on my coursework. * | | | | | |
| The instructor gave grades that were consistent with course rubrics and class expectations. | | | | | |
| Narrative: If you have additional constructive feedback you wish to share with the instructor to improve the teaching delivery, please enter additional details here. | | | | | |

| Course Content | N/A | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|--|-----|-------------------|-------------------|----------------|----------------|
| The course materials were delivered in a manner that was easy to follow and understand. | | | | | |
| The course materials were easy to access. | | | | | |
| The course assignments were useful in better understanding the course content. * | | | | | |
| The course time (classrooms, labs, fieldtrips, etc.,) reinforced the course content. | | | | | |
| The quantity of material in the course was appropriate to its credit hour load. | | | | | |
| The course (classroom, labs, fieldtrips, etc.) content was current and up-to-date. | | | | | |
| <p>Narrative: If you have additional constructive feedback you wish to share with the instructor to improve the course content, please enter additional details here.</p> | | | | | |

| Syllabus and Course Expectations | N/A | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|--|-----|-------------------|-------------------|----------------|----------------|
| The course syllabus and expectations were consistent throughout the course. | | | | | |
| The course syllabus was easy to access and coherently organized. * | | | | | |
| The instructor provided updates to changes in the course schedule or expectations. | | | | | |
| The grading expectations of assignments and assessments were clearly explained. * | | | | | |
| The course policies, including late work and academic honesty, were clearly explained. | | | | | |
| Written assignments included a grading rubric or other instructions that clearly explained the expectations. | | | | | |
| <p>Narrative: If you have additional constructive feedback you wish to share with the instructor to improve the syllabus and course expectations, please enter additional details here.</p> | | | | | |

| Student Experience | N/A | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree |
|--|-----|-------------------|-------------------|----------------|----------------|
| I spent enough time on this course each week and came to class prepared to participate during in-class activities. | | | | | |
| I was consistently prepared for assignments, projects, and exams. | | | | | |
| I have put in adequate effort to advance my learning. | | | | | |
| I was positively challenged. | | | | | |
| The instructor was supportive of my success. | | | | | |
| The instructor addressed and/or acted on the mid-term student feedback on teaching. | | | | | |
| The instructor tried to create an inclusive and respectful learning environment. | | | | | |
| <p>Narrative: If you have additional constructive feedback you wish to share with the instructor to improve the student experience, please enter additional details here.</p> | | | | | |



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 3500 PROMOTION AND TENURE**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

**Policy originator: Erin Chapman (former Student Feedback on Teaching Senate Taskforce Chair)
Alistair Smith (FAC Chair, and former Student Feedback on Teaching Senate Taskforce Chair)**

Policy sponsor, if different from originator: Diane Kelly-Riley, Vice Provost for Faculty

Reviewed by General Counsel: __Yes No Name & Date:

Comprehensive review? __Yes No

1. Policy/Procedure Statement: Briefly explain the reason for the proposed change.

Revision to add a reference to FSH 2700 regarding the questions in student feedback on teaching that can be counted toward a candidate's student course evaluation summaries used in the tenure and promotion processes.

2. Fiscal Impact: What fiscal impact, if any, will this change have?

None.

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

FSH 2700 Student Evaluations of Teaching

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

July 1

**FSH 3500
PROMOTION AND TENURE**

A. INTRODUCTION. FSH 3500 contains all official University promotion and tenure procedure and supersedes any promotion or tenure procedure contained in college or unit bylaws.

A-1. Definitions.

a. Academic Administrator. “Academic administrator” means the president, provost, vice provosts, deans, associate deans, and department chairs/directors of academic units, and vice president for research, and shall not include persons occupying other administrative positions. (RGP II.G.6.i.i.)

b. Board. “Board” refers to the State Board of Education and Board of Regents of the University of Idaho.

c. Faculty Member. “Faculty member” means any member of the university faculty who holds one of the following ranks: instructor, senior instructor, assistant professor, associate professor, or professor.

d. Period under Review. The “period under review” includes all years since appointment to the candidate’s current rank.

e. Unit. “Unit” means a school, division, department, or program (i.e., the first organizational unit below the college level), but the College of Law, WWAMI, Library, and the Counseling and Testing Center shall be considered to be units. For Extension educators, the unit shall be the Extension district.

f. Unit Administrator. The “unit administrator” is the administrator of the unit that holds faculty member’s appointment. In the case of an interdisciplinary appointment, the administrator of the unit that holds the majority of the appointment shall be considered the unit administrator.

g. University. “University” and “UI” refer to the University of Idaho.

A-2. Faculty Promotion.

a. Purpose. Academic rank represents and rewards the individual’s performance as a scholar, teacher, and faculty member. Promotion to a higher rank is not automatic but is a decision made on an individual basis subject to university, college, and unit criteria.

b. Criteria. Promotion to a rank requires the candidate to meet the requirements for that rank. Promotion is awarded only to candidates who effectively perform in the responsibility areas contained in FSH 1565 C as specified in the candidate’s position description, and who meet university, college and unit criteria for promotion. Decisions are based on thorough and uniform evaluation of the candidate’s performance and granted only when there is reasonable assurance, based on performance, that the candidate will continue to meet the criteria for promotion. The faculty of each college and unit shall establish in their bylaws substantive promotion criteria for all types of faculty existing within that college or unit (e.g. regular faculty, clinical faculty, research faculty, etc.), consistent with university requirements. The criteria shall include a statement regarding the role of interdisciplinary activity and shall be included in college or unit bylaws (see FSH 1590).

c. Non-Tenure Track Faculty Promotion. Non-tenure track positions at the assistant and associate professor level are eligible for promotion to the next rank. Full-time instructors are eligible for promotion

to senior instructor. Senior instructor is not a rank from which a faculty member may be promoted (FSH 1565 D-1.b).

A-3. Faculty Tenure.

a. Purpose. Tenure is intended to protect academic freedom in order to maintain a free and open intellectual atmosphere. The justification for tenure lies in the need for protection from improper influences from either outside or inside the university. Tenure strengthens UI's ability to attract and retain superior teachers and scholars as members of the faculty. UI's tenure policy improves the quality of the faculty by requiring that each faculty member's performance be carefully scrutinized before tenure is granted.

b. General Provisions. Tenure is a condition of presumed continuing employment accorded to a faculty member, usually after a probationary period, on the basis of an evaluation and recommendation by a unit committee and administrator, a college committee and dean, a university committee, the provost, and the president. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed (RGP II.G.1.b). After tenure has been awarded, the faculty member's service can be terminated only for adequate cause, the burden of proof resting with UI (FSH 3910), except under conditions of financial exigency as declared by the board (FSH 3970), in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the board has authorized elimination or substantial reduction in an academic program (RGP II.G.6.a).

c. Criteria. Tenure is granted only to full-time faculty members (RGP II.G.6.a) who demonstrate that they have made and will continue to make significant contributions in their disciplines through effective performance in the responsibility areas contained in FSH 1565 C as specified in their position description and consistent with university, college and unit criteria. The faculty of each college and unit shall establish substantive tenure criteria consistent with the university requirements for tenure. The criteria shall include a statement regarding the role of interdisciplinary activity and shall be included in college or unit bylaws (see FSH 1590).

d. Tenurable Ranks. The tenurable ranks are assistant professor, associate professor, and professor. Research professors, extension faculty, psychologists, and licensed psychologists can be either tenure track or non-tenure track. See FSH 1565.

A-4. Consideration of Promotion or Tenure Alone. The procedures in this policy apply to all cases including applications for only tenure or only promotion. As used in this policy, "promotion or tenure" means promotion or tenure or both.

B. GENERAL PROVISIONS.

B-1. Delegation. The provost may delegate any of their responsibilities in this policy to a designee.

B-2. Provost's Administrative Guidance. The process of promotion and tenure is administered by the provost. The provost shall publish guidance necessary for the administration of the promotion and tenure system that is consistent with the *Faculty Staff Handbook (FSH)* and the *Regents of the University of Idaho Governing Policies and Procedures (RGP)*. This guidance shall be mandatory. The provost's administrative guidance shall include:

- a. Deadlines for the promotion and tenure process;
- b. The forms required to document the promotion and tenure process (e.g. dossier submission form, unit voting forms, etc.);
- c. Procedures for requesting early consideration for promotion;
- d. Requirements for curriculum vitae;

e. Requirements regarding the submission of promotion and tenure dossiers including format, order of materials, page limits for materials, etc.;

f. Requirements for the selection of external reviews for scholarly work;

g. The timing of appointments and relative representation of faculty on the university promotion & tenure committee pursuant to section G-1 herein; and

h. Other matters necessary to ensure the appropriate administration of the promotion and tenure process.

B-3. Committee Problem Resolution. If the unit administrator or the college dean is not able to fill membership on a committee required under this policy, the provost, in consultation with the dean, shall appoint an appropriate faculty member to fill any opening in order to comply with the requirements of this policy. If the provost takes such action under this provision, documentation of the action shall be maintained by the provost.

B-4. Procedural Error Remediation. In the event of a procedural error, the provost shall confer with the dean, unit administrator, and candidate and the parties shall attempt to come to an agreement that resolves the error. Following this process, the provost shall decide the resolution of the procedural error and communicate the decision to the candidate in writing. If the candidate agrees to the resolution in writing, he or she may not later object to the resolution. If the candidate does not agree to the resolution in writing, he or she retains the right to appeal the final institutional decision based on that procedural ground (see H-3 herein). These procedural rules are intended to guide the orderly and fair administration of the promotion and tenure process and should be followed carefully, but a promotion or tenure denial may not be set aside merely because there was a procedural error unless the procedural error materially impacted the outcome.

B-5. Confidentiality. Except as specifically provided herein or in the provost's administrative guidance, all materials generated in consideration of candidates for promotion or tenure shall not be disclosed to the candidate or to persons having no role in the administration of promotion and tenure policy unless required by law or approved by the provost. Faculty participating in tenure or promotion cases must maintain confidentiality regarding all aspects of the procedure. This prohibition applies not only during the promotion or tenure process but also indefinitely into the future.

B-6. Recusal.

a. Disclosure required. Prior to consideration of candidates, each committee member shall disclose in writing to the other committee members the nature and extent of any relevant relationships and working arrangements with each candidate who will be considered by the committee.

b. Recusal due to conflict of interest. A committee member with a conflict of interest as defined in this policy shall recuse themselves from consideration of each candidate with whom they have a conflict of interest.

c. Conflict of interest defined. For purposes of this policy, conflict of interest means:

- i. The committee member has a "relationship" with the candidate as defined by FSH 6241 Nepotism, or
- ii. The committee member has a conflict of interest as defined by FSH 6240 Conflicts of Interest or Commitment.

d. Objection; disqualification; final decision. Objection to a committee member's participation based on conflict of interest as defined by this policy or on other grounds may be raised by the candidate, any member of the committee, by the chair of the candidate's unit, or by the dean of the candidate's college, and shall be communicated to the provost. If an objection is raised and the committee member refuses to recuse themselves, the dean of the candidate's college shall decide whether the committee member shall be disqualified from participation, unless the dean is the party raising the objection, in which case the provost shall decide. The decision of the dean or provost, as applicable, is final.

e. Recusal on other grounds. A committee member shall recuse themselves from consideration of a candidate if the committee member subjectively determines that they cannot fairly evaluate that candidate's performance as required by University policy.

C. SCHEDULE FOR PROMOTION AND TENURE CONSIDERATION.

C-1. Promotion.

a. Timing of Promotion. A faculty member shall apply and be considered for promotion according to the schedule below.

1. Instructors. Full-time instructors shall be considered for promotion to senior instructor during their sixth year of continuous, full-time service as an instructor. Part-time instructors are not eligible for promotion.

2. Tenure Track Assistant Professors. Assistant professors who are on a tenure track shall be considered for promotion at the same time that they are considered for tenure and shall be promoted if they receive tenure (C-2.a herein).

3. Non-Tenure Track Assistant Professors Assistant professors who are not on a tenure track shall be considered for promotion during their sixth full year as an assistant professor.

4. Tenure Track and Non-Tenure Track Associate Professors. Faculty may be considered for promotion during their sixth full year of service, or thereafter, as an associate professor.

b. Early Consideration for Promotion. A faculty member may be considered for promotion at an earlier time than permitted by this policy with the approval of the dean. The process for requesting early consideration for promotion shall be set forth in the provost's administrative guidance pursuant to B-2 herein.

c. Reconsideration for Promotion. When a faculty member has been considered for promotion and not promoted, he or she may apply and be considered again during their third full year of service or later after denial of promotion unless earlier consideration is approved in writing by the dean.

C-2. Tenure.

a. Timing of Tenure. A faculty member shall apply and be considered by the university for tenure during the sixth full year of probationary service. Consideration at that time is mandatory (RGP II.G.6.b.ii.). If an associate or full professor is not appointed with tenure, they are considered for tenure during the fifth full year of service. Satisfactory service in any tenurable rank may be used to fulfill the probationary period.

b. Early Consideration for Tenure. A faculty member may be considered for tenure at an earlier time than permitted by this policy (RGP II.G.6.d.iv.1), with the approval of the provost. The process for requesting early consideration for tenure shall be set forth in the provost's administrative guidance pursuant to section B-2 herein.

C-3. Special Circumstances.

a. Late Appointments. When the appointment begins after the eighth week of the start of the academic year (for academic year appointments) or after the eighth week of the fiscal year (for fiscal year appointments) then the timeline for promotion and tenure consideration begins the following year.

b. Transfer between Units.

1. Approval Process. When a faculty member transfers to another unit within UI, the transfer must be approved by the provost in consultation with the units and college dean(s).

2. Impact on Time to Promotion and Tenure. The extent to which service in the first unit counts toward promotion or tenure in the new unit must be communicated to the faculty member in writing by the provost at the time of the transfer. (RGP II.G.6.1.ii.)

3. Tenure Status. Tenure status does not change when a tenured faculty member transfers from one unit to another within UI.

c. Effect of Lapse in Service. A non-tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have their prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment. A tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the president before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status. (RGP II.G.6.1.i)

d. Credit toward Promotion or Tenure at Time of Appointment. Credit toward promotion or tenure may be granted at the time of appointment with the approval of the provost. Such credit must be documented in the letter offering the candidate employment at UI. Where credit toward promotion or tenure is approved, all evidence of success in the faculty member's areas of responsibility having arisen during the years for which credit is given shall be included in the candidate's dossier and must be considered in evaluating whether the candidate has demonstrated success in the applicable areas of responsibility. Credit toward promotion and tenure may be granted under the following circumstances:

1. After review of the candidate's qualifications, the faculty in the unit vote that the candidate meets UI criteria for the rank to be offered, and
2. The candidate has demonstrated outstanding performance of responsibilities relevant to the position for which the person is being appointed through service at another institution, or has made substantial contributions to their field of specialization, and
3. The candidate must complete one full year of employment at UI prior to applying for promotion or tenure.

e. Appointment with Tenure. Appointment with tenure may be offered under the following circumstances:

1. The candidate has attained tenure at another college or university, and
2. After review of the candidate's qualifications, the faculty in the unit vote that the candidate meets UI criteria for tenure and the rank to be offered, and
3. The candidate has demonstrated performance of responsibilities relevant to the position for which the person is being appointed.

f. Administrative Appointment.

1. The role of an administrator is not tenurable.
2. A faculty member who serves as an academic administrator retains membership in their academic department and their academic rank and tenure. (RGP II.G.6.i.ii) The faculty member may resume duties in their academic department when the administrative responsibilities end. (RGP II.G.6.i.iv)

3. A candidate may be initially appointed as an associate or full professor with tenure with the approval of the president. (RGP II.G.6.i.iii) If an administrative appointment carries academic rank, evaluation for tenure is conducted by the unit in which the rank is held.

g. Unit Administrator under Review for Promotion or Tenure. If the unit administrator is scheduled to be evaluated for promotion or tenure, the dean shall fulfill all the responsibilities under this policy normally fulfilled by the unit administrator.

C-4. Extensions.

a. Childbirth or Adoption: A faculty member who becomes the parent of a child by birth or adoption, may request an automatic one-year extension of the timeline for promotion or tenure or both. (RGP II.G.6.d.iv.2.)

b. Other Circumstances: An extension of the timeline for promotion or tenure or both may be granted in other exceptional circumstances (RGP II.G.6.d.iv.2) that may impede a faculty member's progress toward achieving promotion or tenure, including but not limited to significant responsibilities with respect to elder or dependent care, child care, custody, disability or chronic illness, problems beyond the faculty member's control relating to their research or scholarly activities, or such other reasons deemed by the provost to be exceptional and likely to impede the faculty member's progress.

c. Third-Year Review. In the event that an extension is requested and granted before the third-year review, the review is also automatically delayed for one year.

d. Length of Extension. In most cases, extension of the time to tenure or promotion shall be for one year; however, longer extensions may be granted upon a showing of need by the faculty member. Multiple extension requests may be granted.

e. Option to Shorten Extension. A faculty member may choose to be considered for promotion or tenure on their original timeline, even if an extension has been granted.

f. Procedure for Requesting an Extension:

1. The faculty member must request the extension from the provost in writing by March 15 of the calendar year in which the review process begins, as set forth in the provost's administrative guidance (B-2 herein). The written request must include appropriate documentation of the childbirth, adoption, or other exceptional circumstance.

2. Except to obtain necessary consultative assistance on medical or legal issues, only the provost shall have access to documentation pertaining to a request related to disability or chronic illness. The provost shall, in their discretion, determine if consultation with the dean or unit administrator is appropriate.

3. The approval decision shall be made without regard to whether or not the faculty member takes a leave related to the same circumstances presented for the extension.

4. The provost shall notify the faculty member, unit administrator, and dean of the action taken. The candidate may choose to provide information regarding the extension in their Personal Statement of Accomplishment; otherwise, no information regarding the extension shall be included in the candidate's dossier, unless such information already exists in the materials to be provided by the unit administrator, as detailed in D-2. If such information already exists in the D-2 materials, the candidate may choose to have that information redacted. Committee and administrator reports shall not mention the extended timeline.

g. Effect of Extension. No additional productivity is expected when a faculty member extends the timeline for promotion or tenure. For example, if a tenure decision would customarily take place in the sixth year, and it is extended to the seventh year, the standard of productivity would remain the same as for a tenure decision made in the sixth year.

D. PROMOTION AND TENURE DOSSIER. All materials provided by the candidate and by the unit administrator shall be compiled together into a single dossier in the manner prescribed by the provost's administrative guidance (B-2 herein).

D-1. Materials to be Provided by the Candidate. The candidate shall submit the following materials:

a. Current Curriculum Vitae. The curriculum vitae shall be in the required UI format.

b. Candidate Statements. This section is limited to eight pages with an optional one-page COVID impact statement for a maximum of nine pages.

1. Context Statement. The Context Statement is written by the candidate and describes the candidate's academic unit and the candidate's responsibilities within their unit as established in the position description. It is intended to inform reviewers about the candidate's academic environment so that reviewers may consider the similarities and differences between their own academic unit and that of the candidate. The context statement should also describe the expectations placed on the candidate by interdisciplinary programs or research centers, the requirements of joint appointments or other special circumstances. If applicable, the candidate shall indicate their choice of unit criteria for promotion and tenure under which to be evaluated, pursuant to D-2.a.2.

2. Personal Statement of Accomplishment. The Personal Statement of Accomplishment is written by the candidate and interprets their record of accomplishment relevant to the responsibilities in their position description and the criteria for promotion or tenure, but should not duplicate other materials in the dossier. The statement may explain and analyze materials submitted and include a philosophical vision as it relates to the broader impact of accomplishments. The statement should explain the nature of the candidate's activities so that others will understand them fully for purposes of assessment. The format and method of presentation is a matter of candidate choice.

3. COVID Impact Statement (Optional) In one page, the candidate may describe the effects of the pandemic on their work activities and outcomes during the period of review. Candidates may describe such effects across the four areas of consideration: teaching; scholarship and creative activity; outreach and extension; and university service and leadership.

c. Evidence of Accomplishment. The candidate may provide evidence of accomplishment for each area of responsibility in the position description. Evidence may include examples of scholarly work; evidence of teaching effectiveness as provided in FSH 1565 C-1.a. (note that student course evaluations, and, if applicable, peer evaluations are provided by the unit administrator; see D-2.c.); letters of support, etc. Evidence of Accomplishment shall not include additional narrative regarding promotion or tenure. This section has no page limit.

D-2. Materials Provided by the Unit Administrator. The unit administrator shall provide to the candidate items a-d below, in the format prescribed by the provost's administrative guidance (B-2 herein), at least five business days prior to the beginning of the semester in which the promotion or tenure review is scheduled to begin. After the dossier has been finalized, as described in D-3.c, the unit administrator shall add the external peer review letters described in D-2.e and forward the dossier for the first level of review.

a. Bylaw Sections. College and unit bylaw sections that cover the following areas:

1. Annual review process and annual performance criteria.

2. Criteria for promotion and tenure. If criteria change during the period under review, the candidate shall choose the version of the criteria by which he or she will be evaluated. If a candidate does not select a version, the version in effect at the time of submission shall be used.

b. Position Descriptions and Annual Evaluations. Copies of the candidate's position description(s) (FSH 3050) and annual evaluations (FSH 3320) for the period under review.

c. Teaching Effectiveness. If teaching is included in the candidate's position descriptions, copies of all of the candidate's student course evaluation summaries (RGP II.G.6.e) as described in FSH 2700 D-2 for the period under review, and peer evaluations of teaching for the period under review, as prescribed by the provost's administrative guidance (B-2 herein).

d. Prior Reports. Copies of any third-year review committee reports and periodic review reports made during the period under review, along with the associated unit administrator's and dean's reports (as applicable) and any responses by the candidate to the reports.

e. External Peer Reviews. The unit administrator shall obtain three to five external reviews of the candidate's performance in the area of scholarly and creative activity, as defined by FSH 1565 C-2. External review shall not be conducted for faculty undergoing third-year review or for nontenure track candidates for promotion with an average of 5% or less responsibility for scholarship or creative activity in their position description during the review period. In the case of tenurable and tenured faculty in Extension, the external review shall focus on the candidate's performance in the areas of scholarship and creative activity and outreach and extension. All review letters received shall be included in the dossier.

1. Qualifications of Reviewers. External reviewers shall be tenured faculty members who have expertise in areas closely related to the candidate's expertise. If the review is to be in support of promotion, each reviewer shall be at, or above, the rank the candidate is seeking. Because reviewers are asked to provide independent and objective review, reviewers shall not have a personal or professional relationship with the candidate that could prevent an unbiased assessment.

2. Selection. The reviewers to be solicited shall be chosen by the unit administrator, but at least two reviewers shall come from a list of at least eight qualified reviewers provided by the candidate in writing to the unit administrator by the deadline provided in B-2 herein. If the unit administrator cannot obtain letters from two reviewers on the candidate's list, the unit administrator shall ask the candidate to identify further potential reviewers. The candidate may also provide the unit administrator with the names of up to two individuals who shall be excluded from consideration as an external reviewer. If the candidate fails to submit either list, the unit administrator shall select reviewers without that input from the candidate. These lists shall not be included in the dossier but shall be kept on record by the unit administrator.

3. Request Letters to the External Reviewers. The letters of request to the reviewers shall be based on a template provided by the provost.

4. Materials Provided to the External Reviewers. The unit administrator shall provide only the candidate's CV, position descriptions for the period under review, candidate statements from D-1.b herein, up to four examples of the candidate's scholarly and creative activity chosen by the candidate, and the sections of college and unit bylaws setting forth criteria for promotion or tenure. In the case of tenure-line faculty appointments with extension, the four examples shall include the candidate's scholarly and creative activity and extension and outreach work chosen by the candidate. The unit administrator shall not provide the complete dossier or any additional materials to external peer reviewers.

5. Criteria for External Review.

a) The review shall be limited to the candidate's scholarly and creative activity in relation to the applicable tenure and/or promotion criteria and the faculty member's position description(s). In

the case of tenurable Extension faculty, this review shall encompass scholarship and creative activity and outreach and extension.

b) Reviewers may not be asked to evaluate the candidate pursuant to external criteria such as those at the reviewer's institution or other professional organizations.

c) The university shall make every effort to keep the names of the reviewers confidential from the candidate. The candidate may request to view the external reviewers' anonymized evaluations after the final institutional decision is made. Such requests shall be directed to the provost.

f. Additional Review Letters.

1. In the case of interdisciplinary appointments, administrators of units holding the minority of the candidate's appointment (see A-1.d herein) may provide an additional review letter.

2. In the case of a candidate based at a UI center, the center executive officer may provide an additional review letter.

D-3. Submission of Dossier.

a. Deadlines for Submission of Candidate Material and Unit Materials. Materials to be provided by the candidate in support of tenure and/or promotion, as described in section D-1, shall be submitted to the unit administrator either prior to the beginning of the semester in which the review is scheduled to begin or prior to the submission of the candidate's materials to the external reviewers, whichever is earlier. In the event a unit administrator fails to provide materials within the timeline referenced in D-2 above, the candidate's deadline for submission shall extend to ten days after the provision of materials by the unit administrator.

1. External peer reviews need not be submitted as part of the dossier prior to the deadline, but must be received, if required, prior to any consideration of the dossier.

2. The dossier may be supplemented with scholarship or creative accomplishments occurring after submission. Supplementation must be made pursuant to the provost's administrative guidance.

b. Failure to Submit Candidate Materials by Deadline. Candidates are expected to follow the submission timeline contained in the provost's administrative guidance. A candidate who does not submit the materials described in D-1 by the deadline described in D-3.a of the mandatory year, or of the tenure consideration year as adjusted pursuant to an extension under section C-4, is deemed to have been denied tenure as of the deadline.

c. Finalization of Dossier. Submission is final when the candidate has signed a dossier submission form and provided the signed dossier submission form to the unit administrator. Other than supplementation provided in D-3.a herein, the dossier is final when submitted and may not be supplemented or altered after submission.

E. UNIT LEVEL REVIEW.

E-1. Unit Promotion and Tenure Committee.

a. Membership. The unit faculty shall elect a promotion and tenure committee for each candidate according to the criteria below. The unit faculty may delegate the selection of committee members to the unit administrator.

1. The committee shall be composed of five faculty members. At least three members shall be tenured faculty members in the unit. At least one member shall be a tenured faculty member from outside the unit.
2. The committee shall elect a chair from among their tenured members.
3. Because the promotion and tenure committee is a personnel committee, students and non-university employees shall not serve on the committee.
4. In cases considering promotion to full professor, the committee shall include at least one full professor.
5. Neither the unit administrator nor the dean may serve as a member of a unit promotion and tenure committee.
6. If there are not three tenured faculty members available to serve on the committee, or a full professor in a case considering promotion to full professor, the unit administrator, in consultation with the dean, shall designate appropriate faculty members from other units whose areas of expertise are as closely related as possible to the work of the candidate. One such member may chair the committee if there is not a tenured member from the unit available to serve as chair.
7. Upon request by the candidate to the unit administrator, the unit administrator shall provide the candidate with the names of the committee members.

b. Basis for Evaluation. The unit administrator shall submit the completed dossier to the chair of the unit promotion and tenure committee. The review shall be based on the dossier. The committee shall not meet until the dossier has been available to all members for a minimum of five business days. The committee shall evaluate the candidate in light of the unit, college and university criteria for tenure and/or promotion.

c. Unit Promotion and Tenure Committee Report. The committee shall write a report recommending whether the candidate should be promoted and/or tenured. For each candidate, the report shall include a brief rationale for the committee's recommendations and an anonymized record of the committee's vote for or against tenure or promotion of each candidate. Abstentions are not allowed. The chair of the committee shall deliver the report to the unit administrator. The report shall not be shared with faculty who are not members of the college or university promotion and tenure committees.

E-2. Unit Faculty Voting.

a. General.

1. The dossier must be made available a minimum of five business days prior to any voting.
2. Faculty who are eligible to vote may assemble to deliberate prior to voting.
3. Voting shall occur using a signed, written ballot in a format provided in the provost's administrative guidance in B-2 herein.
4. Faculty members may submit evaluative comments as part of their ballot to the unit administrator.
5. Unit faculty voting results shall not be shared with the candidate's promotion and tenure committee.
6. Faculty are not required to vote but are encouraged to do so.

b. Voting by Tenured Faculty. In the case of tenure, the unit administrator shall solicit the vote of all tenured faculty members of the candidate's unit regarding whether the candidate should be granted tenure. Non-tenured faculty shall not be eligible to vote.

c. Voting by Promoted Faculty. In the case of promotion, the unit administrator shall solicit the vote of all faculty members of the candidate's unit of the same or higher rank as that to which the candidate seeks promotion. Faculty members of lower rank shall not be eligible to vote.

E-3. Unit Administrator.

a. Unit Administrator's Report. The unit administrator shall prepare a written report after considering the tenure and/or promotion dossier, the unit promotion and tenure committee report, and the unit voting results. The unit administrator's report shall include the anonymized voting results as well as the administrator's recommendation for or against tenure and/or promotion in light of the unit, college and university criteria for tenure and/or promotion. In the event that the administrator submitting the recommendation has not had at least one year to evaluate the candidate, he or she shall disclose this as part of the report.

b. Transmission of Reports to the Candidate and Written Response. The unit administrator shall provide the candidate with copies of the unit administrator's report and the report of the unit promotion and tenure committee. The candidate may provide a written response to the reports within five business days after receiving the reports.

E-4. Forwarding Materials. The unit administrator shall forward the tenure and/or promotion dossier and all reports and the candidate's response, if any, to the dean.

F. COLLEGE LEVEL REVIEW.

F-1. College Promotion and Tenure Committee. Each college having more than one unit shall have a standing promotion and tenure committee. The members shall be tenured and shall serve staggered three-year terms. Each unit within the college shall be represented by one faculty member, to be selected as follows: Each unit shall nominate two faculty members, from which the dean shall select one, giving consideration to representational balance in the makeup of the committee. The committee shall elect its chair from among its members or may elect the dean or associate dean to serve as chair without vote. For the College of Business and Economics each major area shall serve as a "unit" for purposes of section F. Names of committee members shall be provided to the candidate upon request to the dean.

F-2. College Promotion and Tenure Committee Evaluation and Report. The committee shall not meet until the dossier has been available to all members for a minimum of five business days. The committee shall evaluate the dossier in light of the unit, college and university criteria. The committee chair shall write a report for each candidate recommending whether the candidate should be promoted and/or tenured. For each candidate, the report shall include a brief rationale for the committee's recommendations and an anonymized record of the committee's vote for or against tenure and/or promotion of each candidate. Abstentions are not allowed. A tie vote will result in a recommendation of "undecided."

F-3. Dean's Report. The dean shall evaluate the candidate in light of the unit, college and university criteria for tenure and/or promotion then make a written recommendation as to whether each candidate should be promoted and/or tenured after considering the materials presented in the dossier (including all reports, responses and polling information), and advice of the college committee. The dean may also confer individually or collectively with unit administrators about the qualifications of the candidate.

F-4. Transmission of Reports to Candidate and Written Response. The dean shall provide the candidate with copies of the dean's report and the college promotion and tenure committee report. The candidate may provide a written response to the reports within five business days after receiving the reports.

F-5. Forwarding Materials. The dean shall forward the completed tenure and/or promotion dossier and all reports, recommendations, and responses to the provost.

G. UNIVERSITY LEVEL REVIEW.

G-1. University Promotion and Tenure Committee Composition. A university promotion and tenure committee of faculty members, chaired by the provost without vote, is appointed each year. If, in the discretion of the provost, the number of dossiers to be considered exceeds the capacity of the committee, one or more additional University Promotion and Tenure Committees may be formed using the procedure below.

a. Nominations. One-third of the committee's membership shall be selected by the provost from the previous year's committee; the remaining members shall be selected by the provost and the chair and vice chair of the Faculty Senate from nominations submitted by the senators. The delegation representing the College of Letters, Arts and Social Sciences on Faculty Senate nominates four faculty members who should be representative of the breadth of the disciplines within the college. The delegation representing the College of Agricultural & Life Sciences on Faculty Senate nominates four faculty members from the college comprising two each from (a) faculty with greater than 50% teaching and research appointments and (b) faculty with greater than 50% University of Idaho Extension appointments. The Faculty Senate delegations from the other colleges and the Faculty-at-Large each nominate two faculty members from their constituencies. If senators from a college do not submit nominations by the deadline announced by the provost, the provost shall appoint members from that college, as specified in G-1-b-2 herein.

b. Membership. The membership of the committee shall be as follows:

1. The vice president for research, the dean of the College of Graduate Studies and the provost's designee with primary responsibility for faculty promotion and tenure, to serve *ex officio* (without vote).
2. Two representatives from the College of Letters, Arts and Social Sciences, two representatives from the College of Agricultural & Life Sciences, and one representative from each of the other colleges and the Faculty-at-Large.
3. The committee shall include at least one tenured faculty member (RGP II.G.6.e).
4. Upon request by the candidate to the provost, the provost shall provide the candidate with the names of the committee members.

G-2. University Promotion and Tenure Committee Vote. The committee shall not meet until the dossier has been available to all members for at least two weeks. The committee shall deliberate and vote for or against tenure and/or promotion of each candidate in light of the unit, college and university criteria for tenure and/or promotion. Abstentions are not allowed.

G-3. Provost's Report. The provost shall write a report to the president making a recommendation regarding tenure and/or promotion of each candidate in light of the unit, college and university criteria for tenure and/or promotion. The report shall include a rationale for each recommendation and the anonymized results of voting from the university promotion and tenure committee.

H. DECISION.

H-1. Presidential Approval. The president shall confer with the provost and make the decision regarding tenure and/or promotion for each candidate in light of the unit, college and university criteria for tenure and/or promotion. The awarding of tenure and/or promotion to an eligible faculty member is made only by a positive action of approval by the president.

H-2. Notice to the Candidate. The president shall give notice in writing to the candidate of the granting or denial of tenure and/or promotion by May 1 of the academic year in which the decision is made. (RGP II.G.6.c.) The provost's recommendation shall be forwarded to the candidate at that time. Notwithstanding any provisions in this section to the contrary, no person is deemed to have been awarded tenure solely because notice is not given or received by the prescribed times. If the president fails to notify the candidate of the decision within the required timeframe, it is the responsibility of the candidate to inquire as to the decision.

H-3. Appeals. Appeals regarding promotion or tenure may be filed only after the final decision of the president, which shall be considered the institutional decision (see FSH 3840 B-2).

H-4. Denial of Tenure. If a faculty member is not awarded tenure, the president, at their discretion, may:

a. Notify the faculty member that the contract year in which the tenure decision is made is the terminal year of employment (RGP II.G.6.k.), or

b. Issue a contract for a terminal year of employment following the year in which the tenure decision is made (RGP II.G.6.j), or

c. Issue to the faculty member contracts of employment for successive periods of one (1) year each. Such appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure and there shall be no continued expectation of employment beyond the annual appointment (RGP II.G.6.j).

d. A candidate who is denied tenure is still eligible for employment at the University in nontenurable positions.

Version History

Amended January 2023. The October 2022 interim revision was permanently adopted.

Amended October 2022. President Green adopted an interim revision to G-1 to provide for the formation of an additional University Promotion and Tenure Committee in years when, in the discretion of the provost, the number of dossiers to be considered exceeds the capacity of a single committee.

Amended July 2022. In response to feedback collected from faculty and administrators, extensive revisions, clarifications, and editorial changes were made. In addition, the May 2021 temporary emergency changes were permanently adopted.

Amended May 2021. President Green adopted temporary emergency changes affecting sections D-1.b. and D-2.e.

Amended July 2021. Section A-2.a. was revised to state the purpose of promotion; D-2.e.4. to clarify contents of packet for external review; and F-1 to require consideration of representational balance.

Adopted January 2020. The university's promotion and tenure policies were comprehensively revised in order to unify all provisions regarding procedure in the Faculty Staff Handbook and to help faculty and reviewers by clarifying the procedure. The following changes were approved: Deletion of FSH 3520, 3560, and 3570; revision of FSH 3530; and addition of new FSH 3500 and 3510.

2023 – 2024 Faculty Senate – Pending ApprovalMeeting # 25

Tuesday, March 19, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Maas, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Pimentel, Ramirez, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Tibbals.

Absent: Strickland (excused), Raney (excused), Blevins, Thaxton

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #24, March 5, 2024, were approved as distributed.

Chair's Report:

- Many thanks to our today's guests, Teresa Amos, Terry Soule, David Paul and Dean Kahler. Later in the meeting, they will engage with us in important conversations.
- A reminder of the exhibit of the AI/ML Task force from Monday, April 1, until Saturday, April 13. In the Reflections Gallery in the ISUB Building. We have received a large number of posters and videos. So, it's going to be a bigger than expected exhibit.

Provost's Report:

- The census date for spring was last week, and we are up overall 5.8% compared to last spring. Congratulations to everyone on this big accomplishment!
- We have four finalists visiting Moscow and Boise for the Dean opening in the College of law. For more information on the candidates and public events, visit <https://www.uidaho.edu/provost/administrative-searches>
- The SUCCESS Team is hosting a Town Hall tomorrow, at 3:30 PST. More at <https://uidaho.zoom.us/j/84282522599?from=addon>.
- March Faculty Gathering: Thursday, 4:30 to 6:30, in the Vandal ballroom, hosted by the College of Science. Please RSVP at <https://forms.office.com/r/rYZ95ku7Dg>.
- The College of Engineering is hosting a gathering in Idaho Falls, Tuesday, April 9, from 4:00 to 6:00.
- University of Phoenix: Not much new to report. We continue to work with the legislators, who plan to adjourn the session next Friday.
- Senator Shook sent some questions about Phoenix, following up on the discussion we had just before spring break:
 - Would you be able to provide a rough estimate of UI's total Phoenix cost to date, and from which UI fund lines were they paid for? Answer: When we received the questions, the updated number was \$11.3 million. This includes expenses paid to date. As more

work continues, especially with the legislature, expenses continue to increase. They are being paid using UI resources. We established a separate fund, so that all Phoenix expenses would go into one place and be tracked easily. This is how we tracked similar costs for the P3 utility project a few years ago, as well as the P3 housing project.

- How much is the decline in the UI reserve fund from these Phoenix expenses? Answer: The University doesn't have a single reserve fund. Reserves are held across the entire institution. Some are held centrally, but most of them are held in colleges or other units across campus. The university has cash reserves set aside and long-term investment accounts. While these transaction costs have impacted cash balances, there has not been any impact on the long-term investment accounts.
- Will less reserves result in holdbacks for academic units, increased quote taxes on colleges or department funds, or hiring freezes? Answer: No. Lower reserves do not automatically result in any of those things. They just result in lower reserves on our balance sheet, by as much as we spend.
- Is there a contingency plan for the costs already incurred, should the transaction not go through? Answer: We're hopeful it will close, and there's still a lot of work going on to find a path forward with the legislature. If it does not, the University will need to address the costs incurred. But we've been paying as we go, so, it will just take us longer to meet the State Board requirement for reserves. And obviously the State Board was in the middle of this transaction and knew that these costs were being incurred.
- Senator Shook had another question, about changes in Arizona bonding authority. Will that affect the bonding itself and the total cost of the bonds? Answer: I'll need to follow up and confirm. I heard there was a change, but I don't think it will create a real problem in the process.

Committee Reports (voting):

- Proposed changes to the Faculty Staff Handbook
 - FSH 1640.58 Ubuntu – Kristin Haltinner, Vice Chair of Faculty Senate, Attach. #3. Past chairs and members of Ubuntu have indicated that the committee membership was not working. The EDU had five ex officio seats and it was very burdensome for their offices to staff. We revised this to one voting seat chosen by the Chief Diversity Officer. The name for the Center for Disability Access and Resources needed to be updated. Given the importance of this office's participation, we also shifted them from ex officio to a voting member. IPO was also shifted to a voting membership. The faculty roles, undergraduate student roles, graduate student role, and remaining ex officio members remained the same. The committee also lacked clear term expectations, so these were added.
Vote: 17/19 yes; 2/19 no. Motion passes.
- Proposed changed to the University Catalog
 - UCC 533 Artificial Intelligence and Machine Learning (AI/ML) Undergraduate Certificate – Terence Soule, Department Chair, Computer Science, Attach. #4.
AI/ML is changing the world on a grand scale. We are seeing its transformational impacts on public health, manufacturing, agriculture, financing, urban systems and smart communities, social welfare, criminal justice, environmental sustainability, and national security. This certificate is intended to train students to understand AI/ML fundamentals, master algorithms, and be able to use state-of-the-art tools to develop AI/ML solutions for real-world problems. The certificate leverages the expertise from

faculty in several departments to give students a strong interdisciplinary background. It is designed to give undergraduate students from a range of fields the set of skills they need to succeed in the AI/ML arena.

Discussion:

After some minor clarification, the senators were ready to vote.

Vote: 19/19 yes. Motion passes.

- UCC 534 Artificial Intelligence and Machine Learning (AI/ML) Graduate Certificate – Terence Soule, Department Chair, Computer Science, Attach. #5. Basically, they're the same. Many of our courses are 400/500 level. So, the graduate certificate includes the 500-level version of the same courses. The two certificates are separate.

Discussion:

A senator inquired whether CS prerequisites are required for the courses in the certificate. Terence responded that some courses have CS prerequisites, others may have Math prerequisites, but, overall, there is a good number of options.

Another senator asked whether students are educated about ethical use of AI/ML.

Terence said that CS majors are informed, but he cannot be sure about students from other majors.

Vote: 20/20 yes. Motion passed.

Announcements and Communications:

- Admissions Standards Proposal from UCC – David Paul, Chair of UCC. David Paul gave a brief overview of the recent discussions at UCC. They wanted to make a data-based decision about what is best. The data presented at UCC shows that lower high school GPA and lower SAT scores are associated with lower retention rates. Therefore, they felt there is no benefit to students by having lower admission standards. They also discussed the ethical aspects of admitting students who aren't successful and still must pay for it. They also felt the pre-pandemic admission standards were not especially burdensome.

Discussion:

Vice Chair Haltinner argued that enrollment is up, as reported by the Provost earlier, in part because we have lowered those standards. She shared some new information from Dean Kahler: In fall 2023, we admitted about 9,500 students, or 81% of the applicants. Under the pre-Covid criteria, we would have admitted 5,600 students, which is 48% of the total number of applicants. Thus, one must consider other aspects as well, such as lost faculty lines or jobs. It's important to consider the impact of this decision on the size of the student body and its possible implications. David Paul disagrees. By pre-Covid standards, students with GPA of 3.0 and higher were directly admitted, and those with GPA between 2.6 and 2.99 could still get in with a composite SAT score of 740. From 2023 UI data, 96% of the submitted SAT scores were 800 or above. Dean Kahler joined the conversation and confirmed the conclusions of his analysis. He looked at the 11,762 applicants for fall 2023 and tried to forecast how many of those students wouldn't have test scores, and how many would not be admissible using the pre-Covid criteria. He found a significant reduction in the number of students that would be directly admissible to the university.

The discussion moved to the ISAT as one of the standardized tests that we may accept or require for admissions. UCC felt they could not incorporate the ISAT in their recommendation due to lack of data. A senator pointed to ISAT data from 2019, the results of which seem less

biased regarding race, gender and socioeconomic status. David Paul reiterated that retention and success are not predicted by the ISAT.

Provost Lawrence noted that reverting to pre-Covid standards would put UI in a very different situation with respect to state-wide direct admissions – students could be admitted to 8 or 7 of the 8 schools. We would be out of line with BSU. Our mission as a land grant institution is access, teaching the people in the state, not being an elite institution. At the same time, we want to admit students who we are reasonably confident have a high probability of being successful. But we cannot forget that there is a core to our mission. Access versus limiting for success are conflicting points. There was some additional discussion on the importance of identifying the best balance between facilitating access and admitting students who are ready for college.

Provost Lawrence commented on the admissions criteria issue being complicated by a generational issue, impacting children who were not yet in high school during the pandemic. Furthermore, pre-Covid criteria are lower because they allow automatic admission down to a GPA of 2.2 with a certain test score, which is a lower standard than automatic admission with a 2.6, as we do now. Below that threshold, they can be admitted and receive extra support through the VGP. Thus, the real difference is that pre-Covid criteria require test scores. The current emergency criteria do not require test scores but set a higher bar on the minimum GPA. The Provost suggested talking about “different” rather than “higher” or “lower.”

Before closing the discussion, Chair Gauthier had one final remark. He was intrigued by some conversations at the State Board about being able to predict where students will require additional help based on the ISAT score. Chair Gauthier thanked everyone for the productive discussion.

- SUCCESS Update – Erin Chapman, School of Family and Consumer Science, Dan Eveleth, Department of Business, Attach. #2.
Dan briefly reviewed the history of SUCCESS. It started with a call from the President for a working group to come up with initiatives that would have the potential impact of increasing six-year graduation rate from the current one to the average for R1 universities, which is 77%. Based upon an initial round of input from the U of I community, the SUCCESS Team identified three types of initiatives that have been successful at other universities and that build upon our existing strengths: 1) Expand and enhance common experiences; 2) Increased use of evidence-based teaching practices; 3) Provide earlier applied learning opportunities. (Read more at <https://www.uidaho.edu/provost/academic-initiatives/student-success-initiative>.)
At this point in the process, the team is looking for two basic types of information. First: If there was an initiative on, for example, early applied learning opportunities, what form would that take in your unit? Perhaps there are things you're already doing that you would like to expand, or your unit is talking about some new ideas. What are those ideas? What form would they take in your unit? What kind of support would you need to either expand existing initiatives in your unit or develop new ideas? We welcome your feedback. There is a link to a survey in your binder where you could comment on any or all of the three types of initiatives.
Link to Stage 2 Feedback Survey:
https://forms.office.com/pages/responsepage.aspx?id=Y2u8fpJXGUqyCwS4JgSIU5scQ5_mUx5Er_b1revX2YQpUOUFMRTthOVEFaM1RUMFIUREFVTVIWSkdaQS4u&origin=lprLink
Link to tomorrow's campus-wide meeting: <https://uidaho.zoom.us/j/84282522599?from=addon>
Discussion:

A senator asked whether making a first-year experience part of the Gen Ed curriculum was ever considered. Dan replied that they did talk about it. They also discussed the idea of a first-year experience being something that all students would go through rather than a more local one. They settled on the idea of supporting and nurturing the amazing local efforts already going on, so that people could customize them to fit their unique needs.

- Phi Kappa Phi President Search – Dean Panttaja, Vice Provost for Academic Initiatives. Nationally the Chapter was instituted in 1960 as an interdisciplinary honors society. They have over 4 million dollars a year and give out fellowships. We have had 6 students over the last 4 years earn some of those fellowships to go on to our graduate school or other graduate schools. We are requesting senators to get the word out there. We're also looking for people who are willing to serve and run the Chapter, and we will pay for their membership every year that they work as officers. There should be a president, a vice president, and a secretary, but we've managed to just work with the president for the last 15 years. We have till January to get new officers up to speed. It's quite simple, and it's nice to meet these very talented students and share a little time with them and help them apply for these fellowships.

Nomination Form can be found at <https://forms.office.com/r/j3BzgtDD0u?origin=lprLink>

- MyUI – Teresa Amos, Director, IT Planning and Initiatives, Office of Information Technology. At OIT, they have been working through some issues with the user experience and logins. Specifically, based on certain browsers, people were being logged out and ended up in a loop. So, we have opted to delay replacing Vandal Web until these problems can be addressed. No new actions have been put in place yet, although there is a variety of new cards that are showing up in MyUI. I would invite everybody to take the opportunity to have a look and play around. Feel free to send us your feedback.

Discussion:

Chair Gauthier mentioned a long list of questions he prepared based on people's concerns. Some of those issues have been out for some time, such as how faculty can be involved in technological choices through some form of shared governance on issues that impact their research and teaching, or AI concerns. Should we reschedule another time after Teresa has prepared to address those questions? Teresa agreed to this course of action.

Discussion:

Chair Gauthier mentioned aspects on the user testing side that need improvement. In his opinion, video tutorials are not helpful.

A senator brought up former questions about new requirements of ticket approval for purchasing common software like Slack and Dropbox and having to get OIT approval before one can get reimbursed for that software through Chrome River. Teresa mentioned some miscommunication problems they are having with Accounts Payable. They are getting those worked out. As for Dropbox or other similar storage mechanisms or locations, there is a concern from a security perspective, because we would be in a situation where we don't know where the university's data is. This could impact our eligibility for Federal grants. But all that information is being put into the broader response to the questions Teresa and Dan received over the weekend from Chair Gauthier. The senator looks forward to a broader discussion.

Provost Lawrence pointed out that we do have an Information Technology committee that's meant to have this type of discussion. I suggest we use these committees. That's why we have them.

Chair Gauthier emphasized the importance of working together and thanked everybody for these important discussions.

New Business:

None.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:46pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #25

Tuesday, March 19, 2024 at 3:30 pm
Zoom Only

- I. Call to Order
 - II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #24 March 5, 2024 **Attach. #1**
 - III. Chair’s Report
 - IV. Provost’s Report
 - V. Announcements and Communications
 - Admissions Standards Proposal from UCC – David Paul, Chair of UCC
 - SUCCESS Update – Erin Chapman, School of Family and Consumer Science, Dan Eveleth, Department of Business **Attach. #2**
 - Phi Kappa Phi President Search – Dean Panttaja, Vice Provost for Academic Initiatives
 - MyUI – Teresa Amos, Director, IT Planning and Initiatives, Office of Information Technology
 - VI. Committee Reports (voting)
 - Proposed changes to the Faculty Staff Handbook
 - FSH 1640.58 Ubuntu – Kristin Haltinner, Vice Chair of Faculty Senate **Attach. #3**
 - Proposed changes to the University Catalog (voting)
 - UCC 533 Artificial Intelligence and Machine Learning (AI/ML) Undergraduate Certificate – Terence Soule, Department Chair, Computer Science **Attach. #4**
 - UCC 534 Artificial Intelligence and Machine Learning (AI/ML) Graduate Certificate – Terence Soule, Department Chair, Computer Science **Attach. #5**
 - VII. New Business
 - VIII. Adjournment
- Attachments
- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #24 March 5, 2024
 - **Attach. #2** SUCCESS
 - **Attach. #3** FSH 1640.58
 - **Attach. #4** UCC 533
 - **Attach. #5** UCC 534

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 24

Tuesday, March 5, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kirchmeier, Long, Maas, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Rode, Sammaruca (w/o vote), Schiele, Shook, Schwarzlaender, Tibbals.

Absent: Kenyon (excused), Strickland (excused)

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #23, February 27, 2024, were approved with the addition of new ASUI representative Alivia Buchen to the list of members present on 02/27/2024.

Chair's Report:

- About the admissions criteria, yesterday UCC voted to return to our pre-Covid admissions standards. I just wanted to say that we have a large spectrum of students in Idaho, and we need to offer them a variety of options. ISAT is a new test that we need to take it in consideration.

Provost's Report:

- Midterm grades are due March 11. This is a great chance to reach out to students who need extra help.
- Comments on the article found at <https://www.idahoednews.org/top-news/u-of-i-funnels-7-3-million-of-phoenix-consulting-to-greens-former-employer/>
Provost Lawrence read a statement from President Green categorically denying any conflict of interest in the hiring of the Hogan Lovells firm. He has been gone from the firm for several years and has no financial interests in it. The firm was hired for its expertise in regulatory services and outstanding reputation. They are the best of the best. In fact, the Chief Justice of the United States Supreme Court, John Roberts, was a partner at Hogan Lovells. Knowing that our state and our university deserves the best due diligence available, our University Counsel Kent Nelson hired Hogan Lovells for this work. The article seems an attack to discredit President Green and the university.
- Comments on legislative actions regarding the University of Phoenix affiliation, see <https://idahocapitalsun.com/2024/02/15/idaho-legislators-threaten-lawsuit-to-stop-university-of-phoenix-purchase/>.
On Thursday and Friday, the House State Affairs Committee had two hearings. On Thursday they did ask us some questions, but on Friday they relied primarily on the viewpoints of the opposite side, and only asked us one question in an hour and a half of presentations. House Concurrent Resolution 25 can be summarized in four main points (see "Let It Be Resolved..." section): Asking the State Board of Education to reconsider their May 18, 2023 decision; Asking the State Board to reconsider the affiliation until they can be more involved; Asking the State Board and the university to fully cooperate with the legislature about the affiliation. We've answered questions and participated in hundreds of meetings with legislators. So, we feel like we've cooperated from the start. The final point of the bill is that it authorizes the speaker and pro temp to act as an agent of the legislature if there were to be any legal action. The coverage on this point has

been a little confusing. The purpose of this part of the resolution is not to take legal action but to authorize two individuals to act should it be needed. Resolution 25 passed the House today with a vote of 49 in favor and 21 against and goes to Senate next. We continue to have conversations with legislators daily about all of this.

- A couple of other things from last week's meetings. Senate Bill 1357 (like the legislation in Texas and Florida), could remove all DEI staff and programming from universities. It's currently not past the legislature, and we don't know if it will reach the floor in either chamber. The university is concerned and we've made those concerns known.

Addressing a question placed in the chat, the Provost said that it's not clear who stands to benefit from blocking the University of Phoenix acquisition. A lot of these questions are not necessarily judging the affiliation itself, but really the power and the authority around. As private individuals, you can address your legislators with opinions and concerns about all these legislative measures.

There are two other topics regarding legislature. One is around remote work. We don't know if it will pass, but we'll know soon, as we're entering the final month or so of the legislative season. They're hoping to adjourn before the end of March. The other one is CEC. It was very encouraging to see that the Education committee wanted to understand how only half of an approved standard CEC goes to fund the universities, and they were very interested in learning more about fully funding it.

Discussion:

A senator expressed deep concern about President Green's decision to hire Hogan Lovells having turned into a big PR problem, at a time when our opponents are trying to make waves. President Green should have been aware of the consequences, even if only based on perceptions. The president, not GC, bears the responsibility for these decisions. Furthermore, the massive redaction of documents signals no transparency. The Provost responded that there was awareness, but the decision was driven by the reality that this firm is one of the best. As for redacted documents, some confidential information is protected by law. We are following the law. (This point was supported and elaborated on by a senator with legal training.)

Chair Gauthier asked whether there is a back-up plan should the Phoenix transaction fail. The Provost responded that many discussions are going on. They will continue to address concerns as they become known to them.

Another senator brought up the financial piece of the deal that would result into expenses of \$10M per year for the U of I. They are wondering how much the university is pouring into a deal which may not even happen, and if it does happen, our payout is at least a year in the future. While debates are still going on, it would help to talk about the financial piece. Provost Lawrence responded: Concerning the upfront costs we've already invested, any business transaction requires costs. We've had a massive team of experts because we felt it was important to fully vet this. It is a large amount of money. Part of the closing transaction details may include reimbursement of transaction costs. As for our 10-million-dollar revenue piece, we don't have to wait a year, because it's included in the closing costs being finalized. As with any business, there is a risk of getting into it, should one decide to walk away. But we're committed to this transaction and so are the university of Phoenix and the sellers. He encouraged everybody to look at the big picture. A lot has been invested because it was worthy of that for our own safety, and to mitigate risks as much as possible.

Vice Chair Haltinner suggested to keep in mind the broader issue of transparency, besides the PR problems. She is very reassured to hear that the money will be reimbursed in closing. She asked Provost Lawrence to confirm that, should the deal not close, the money already invested is lost. The Provost confirmed.

A senator argued that the perception of nepotism may be likely, if President Green has friends among his previous business associates. Another senator, who watched the JFAC meeting, was puzzled by some of the narrative and reactions, because the Phoenix deal and the role of JFAC are separated.

Next, the discussion focused on the possible impact of current controversial issues on other appropriation decisions from the legislature. Senators are worried about possible repercussions on next year's appropriation decisions. Provost Lawrence: It's very hard to predict what JFAC or any legislative body is going to do. SBOE and U of I have fully cooperated with the legislators since May. We will respond to their needs and requests as they come in.

Committee Reports (voting):

- Proposed changes to the Faculty Staff Handbook:
 - FSH 1640.08 Admissions Committee – Kristin Haltinner, Vice Chair of Faculty Senate, Attach. #2
The Vandal Gateway Program requests inclusion on the Admissions Committee as a nonvoting member. Like the other nonvoting members on the committee, the Vandal Gateway Program director has important insights into the types of support offered at UI for people requesting admissions appeals. This proposal is coming from the Committee on Committees.
Discussion:
A senator noted that VGP is currently a pilot program, and thus this addition may have to be removed if the program isn't continued. It should be clear that this action doesn't make VGP more likely to be approved.
A senator proposed to amend by adding "or designee" next to "the director of the Vandal Gateway Program."
A senator asked whether we could approve it for one year only. Policy Coordinator Diana Whitney replied that there is no mechanism to change a policy for just one year.
Motion to amend (Tibbles, Mittelsteadt) adding "or designee" next to "the director of the Vandal Gateway Program."
Vote on the amendment: 21/22 yes; 1/22 no.
Vote on amended motion: 19/22 yes; 3/22 no. Motion passes.
 - FSH 2700 Student Evaluation of Teaching – Erin Chapman, Family and Consumer Sciences, Alistair Smith, Department Chair, Earth and Spatial Sciences and Chair, Faculty Affairs Committee, Attach #3.
Alistair Smith gave a brief background on these revisions to FSH 2700. They involved a multi-year Senate Taskforce that included representatives from ASUI leadership and input from the Faculty Affairs Committee and the University Teaching Committee and were focused on reducing bias and discrimination associated with the questions that are counted towards candidate's student course evaluation summaries used in the tenure and promotion processes. Revisions align FSH 2700 with changes already approved under FSH 1565 C.1.a that reframed evaluations to, instead, feedback on teaching effectiveness. Smith commented that the name of the policy should reflect the change to FSH 2700 Student Feedback on Teaching Effectiveness. The format of the policy was updated to align it with the rest of the FSH, namely by adding purpose, scope, policy, and procedure sections. Revisions also included clarifying when mid-semester formative feedback occurs, and how the data can be used. Revisions also introduced an appeals mechanism for instructors to

challenge inclusion of feedback in their records. As part of the revisions process, a new standard form for mid-semester formative feedback was created (it did not exist previously) and a revised standard form for end-of-semester formative feedback was developed. Finally, a mechanism to support instructors not meeting teaching effectiveness expectations was introduced.

Discussion:

In response to a question, Smith confirmed that instructors can still include additional questions.

Another senator argued that completing the course valuations should be a requirement for the students. Smith said that the committee discussed it but decided against it.

There is a preamble to explain the scope, but more information should be given to the students before making it mandatory. Some additional discussion followed about the pros and cons of mandatory evaluations. It may be something to consider in the near future, to increase the response rate and a more realistic distribution of positive and negative comments.

The discussion moved to FSH 2700 Form D-3 (mid-term formative feedback) and D-4 (end-of-the-semester feedback). Some senators asked for clarification on the questions that are or are not required for the purpose of P&T and annual evaluation, and the N/A option if students feel the question is not relevant to their course. Smith pointed to the instructions at the top of the forms. Only the five questions marked with an asterisk count for P&T and annual evaluations. The others are purely formative.

A senator asked about the second question in the Teaching Delivery part of form D-4, that refers to the course applied learning components. Although it's just formative, they worry that this item might influence students in a negative direction, even if the course is not supposed to have applied learning components. From survey design theory, a particular question in the survey will influence what comes before and what comes after. Smith noted that the present order can be rearranged. They are not proposing an order. The task force consulted with experts in the social sciences and law faculty, as well as experts on gender bias issues. Narrative is encouraged where students can provide constructive feedback. And again, if hate speech or insulting comments appear in the narrative, the instructor has the right to ask to have those tossed. If the chair, dean and the vice provost for faculty deny the request, they can appeal to the FHAB. The task force included an appeal mechanism because many international faculty have had nasty evaluations that remain in their permanent records. It was time to improve this process. As for the order in which the questions are presented, when this goes into Anthology, those with the asterisk may come first, followed by the formative feedback. The senator had also some concern about assignments being the main theme in the course content part of form D-4.

Many agreed that, overall, this proposal is a huge step forward.

Vice Chair Haltinner pointed to the second question on "Syllabus and Course Expectations." She is not comfortable with the wording "... was easy to access and coherently organized." Access is mostly about technology. If a system fails, that will reflect poorly on the instructor. Furthermore, "coherently organized" means something different to different people. Smith responded that the five starred questions were selected by FAC, but Senate is welcome to make changes.

Erin Chapman gave some additional background on how the questions were chosen. She agreed that there could be some subjectivity in assessing what's coherently organized.

Another senator echoed the concern about technology being an issue. If something doesn't work, the instructor would be held accountable. Also, in the first sentence of FSH 2700 D-3, the word "will" implies that the formative mid-semester feedback is required.

A senator asked whether it is possible to integrate this survey with Canvas. Can we give some form of reward, such as a few extra points, to the students who submit feedback? Smith replied that every instructor already has that ability.

There was a request for clarification about dropping the "neutral" category from the possible choices for the starred questions. Smith confirmed that it was removed and explained that the reason for the removal is that under the old format, the neutral answer reflected a score of 3.0, which equated to not meeting expectations, which was not the intent of a neutral response. Smith explained that in the new forms, where N/A is allowed, as per the proposed revision to FSH 2700, those responses are no longer recorded. Smit also, clarified that N/A will not be an option for the asterix questions.

Proposed amendments (Mittelsteadt, Maas):

In the first sentence of FSH 2700 D-3, replace "will" with the word "may." Under "Syllabus and Course Expectations" in the end-of-semester evaluations, the question that says "The course syllabus was easy to access and coherently organized" shall be removed from consideration as one of the five questions (thereby reducing the number of questions to 4) used in tenure, promotion and evaluation.

Vote on the amendments: 17/19 yes; 2/19 no.

Vote on the amended motion: 16/19 yes; 3/19 no. Motion carries.

- FSH 3500 Promotion and Tenure – Erin Chapman, Family and Consumer Sciences, Alistair Smith, Department Chair, Earth and Spatial Sciences and Chair, Faculty Affairs Committee Attach. #4
Revision to add a reference to FSH 2700 regarding the questions in student feedback on teaching that can be counted toward a candidate's student course evaluation summaries used in the tenure and promotion processes.
No questions.
Vote: 19/19 yes.

Announcements and Communications:

- Online Software Approval Ticketing Process – Teresa Amos, Director, IT Planning and Initiatives, Office of Information Technology.

A senator inquired about the recent change from OIT that requires preapproval to get reimbursed through Chrome River for the purchase of some common software. What is the thought process for doing that?

Teresa didn't have background to prep with, so she is not able to give any specifics on this question. She will look into the matter and report to senate at a later time.

This conversation will continue when Teresa returns to senate, along with the one on the transition to MyUI.

Additional discussion:

A senator reported submitting a ticket 20 days earlier for a well-established software called CMA, Comprehensive Meta Analysis, developed by NIH and used by many federal agencies. It's needed for two Ph.D. students for their Prelim Exam. They have eight weeks to complete the exercise. This senator is very concerned about the timeline. They may have to readjust the Ph.D.

Prelims schedule, which will create additional complications. Teresa will investigate this specific ticket and communicate to the senator what she finds out.

- A senator reported comments from several faculty about the recent satisfaction survey from OIT. The space to provide commentary is insufficient, about 60 words. Teresa replied that Dan Ewart was aware of that feedback and has resolved the problem with institutional research.
- Women's Leadership Conference – Laurel Meyer, Education Abroad Advisor/Marketing Coordinator, International Programs Office.
Laurel Meyer is one of the planning co-chairs for the Women's Leadership Conference, and the Athena co-president for staff. After a five-year hiatus, the Women's Leadership Conference is returning to campus on April 2. The registration link went live today on the conference website, <https://www.uidaho.edu/diversity/edu/womens-center/events/womens-leadership-conference>. Please share this opportunity with all your colleagues. It is a full-day event, and it is free. It's a joint conference between the University of Idaho and Washington State University. Most of the seats are reserved for either members of U of I or WSU, but there are some limited seats available for community members as well. We're not necessarily inviting students to attend, but if there's a student who's motivated and would like to attend, they're welcome to register. But that's not our target audience. Over the next couple of days, the website will be updated with the full schedule. For any questions, please contact Laurel Meyer at laurelm@uidaho.edu.

New Business:

None.

There will be no meeting next week (spring break).

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 5:03pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://sitecore.uidaho.edu/governance/policy>.

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **FSH 1640.58 UBUNTU**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Originator: Kristin Haltinner, Chair Committee on Committees

Policy Sponsor, if different from Originator: Torrey Lawrence, Provost

Reviewed by General Counsel ___ Yes ___ X ___ No Name & Date:

1. Policy/Procedure Statement: Briefly explain the reason for the proposed addition, revision, and/or deletion.

Past chairs and members of Ubuntu have indicated that the committee membership was not working. The EDU had five ex officio seats and it was very burdensome for their offices to staff. We revised this to one voting seat chosen by the Chief Diversity Officer. The name for the Center for Disability Access and Resources needed to be updated. Given the importance of this office’s participation, we also shifted them from ex officio to a voting member. IPO was also shifted to a voting membership.

The faculty roles, undergraduate student roles, graduate student role, and remaining ex officio members remained the same.

The committee also lacked clear term expectations so these were added.

2. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?

None

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1640: Committee Directory

1640.58

UBUNTU

A. CONTEXT. Ubuntu, as explained by Desmond Tutu, is essential to the interconnectedness of being human and living in interdependent communities. Ubuntu is affirming and inclusive of others because we all belong to a larger whole which is diminished when any members are humiliated, disrespected or oppressed. People with Ubuntu enrich themselves but do so in ways that enable the community and all its members to also improve. In this spirit the Ubuntu committee is established to advance these ideals.

B. FUNCTION.

B-1. Ubuntu will promote the values of respect, understanding, and fairness within our diverse university experience; review university policies and programs affecting under-represented and/or under-served students, staff, and faculty in consultation with appropriate representatives as necessary across campus; recommend changes and additions in university policies and programs that enhance student/staff/faculty success and advancement. {See also [FSH 4340](#).}

B-2. Ubuntu will monitor and advance the university's affirmative action and equal opportunity programs [see [FSH 3060](#)] being a strong and active voice ensuring that the university's programs, activities and services are accessible to persons with learning, sensory, physical and other disabilities. The committee will also work closely with the Americans with Disabilities Act Advisory Committee (ADA) to identify relevant rules and regulations pertaining to specific affirmative action and equal opportunity problems at the university. Ubuntu also recommends policies and procedures to address specific disabled access challenges at the university, consistent with requirements of applicable regulations and regents' policy ensuring that the 'spirit of the law' is followed.

B-3. This committee will advise the president on matters of equal opportunity, ensuring that UI's programs, activities and services are available to persons with learning, sensory, physical and other disabilities, and identify avenues for ensuring the campus community creates a fair and inclusive environment for all.

B-4. This committee will also discharge such other functions as may be assigned by the Faculty Senate or by the president or the president's designee. It will also submit periodic reports on its activities to the Faculty Senate including recommendations for appropriate program or policy changes (see [FSH 1460](#)).

C. STRUCTURE. Four faculty ~~, one of whom serves as chair each serving three-year terms;~~ ~~two~~ Five staff members (including at least one from Staff Council, one from the Office of Equity and Diversity Unit (appointed by the Chief Diversity Officer), a representative from the International Programs Office (appointed by the Director), and a representative from the Center for Disability Access and Resources (appointed by the Director)), each serving three-year terms. ~~;~~ ~~two student~~ Two undergraduate students (including one undergraduate (ASU) the ASUI Director of Diversity Affairs and Inclusion), each serving a one-year term. ~~One~~ one graduate student (appointed by GPSA or SBA), serving a one-year term, one of whom belongs to an under-represented and/or under-served student population ~~and~~ the following ex officio members without vote or their designees: ~~the ASUI Director of Diversity Affairs, Coordinator of Student Support Services~~ a representative from Student Affairs, ~~the Director of Multicultural Affairs, the Director of the Women's Center,~~ a representative from Human Resources, the Director of [the Office of Civil Rights and Investigations](#), ~~the Director of Diversity and Community, the Coordinator for Disability Support Services, the Director of International Programs, the LGBTQA Coordinator, and the Director of the Native American Student Center or the Native American Tribal Liaison.~~ The chair will be chosen by the Committee on Committees and will be a voting member in their third year of service.

533: ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING (AI/ML) UNDERGRADUATE CERTIFICATE

In Workflow

1. 131 Chair (tsoule@uidaho.edu; arleen@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
13. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 21 Sep 2023 02:48:24 GMT
Terence Soule (tsoule): Approved for 131 Chair
2. Thu, 28 Sep 2023 16:00:48 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Thu, 28 Sep 2023 16:32:38 GMT
Suzanna Long (long): Approved for 08 Dean
4. Sat, 07 Oct 2023 01:29:00 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Wed, 11 Oct 2023 21:09:19 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Thu, 21 Dec 2023 20:23:08 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 16 Jan 2024 21:35:15 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Wed, 24 Jan 2024 16:38:25 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
9. Mon, 04 Mar 2024 18:02:58 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Thu, 21 Sep 2023 02:46:45 GMT

Viewing: 533 : Artificial Intelligence and Machine Learning (AI/ML) Undergraduate Certificate

Last edit: Mon, 04 Mar 2024 18:02:39 GMT

Changes proposed by: Terence Soule

Faculty Contact

| Faculty Name | Faculty Email |
|---------------|-------------------|
| Terence Soule | tsoule@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Engineering

Department/Unit:

Computer Science

Effective Catalog Year

2024-2025

Program Title

Artificial Intelligence and Machine Learning (AI/ML) Undergraduate Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

11.0102 - Artificial Intelligence.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Discribe the financial impact

The financial impact will be fairly small. All of the courses in the certificate are already being taught so there is no additional resources required. We anticipate that the certificate will make some of our classes more appealing because students taking them will be able to get a certificate. This is likely to lead to a small, but manageable increase in class sizes. Additionally, the presence of the certificate will have a small positive impact on recruitment by making some programs more attractive, which will lead to an increase in enrollment and additional tuition revenue.

Curriculum:

AI/ML is changing the world on a grand scale. We are seeing its transformational impacts on public health, manufacturing, agriculture, financing, urban systems and smart communities, social welfare, criminal justice, environmental sustainability, and national security. This certificate is intended to train students to understand AI/ML fundamentals, master algorithms, and be able to use state-of-the-art tools to develop AI/ML solutions for real-world problems. The certificate leverages the expertise from faculty in several departments to give students a strong interdisciplinary background.

Important advising information can be found at <https://www.uidaho.edu/engr/departments/cs/degrees/cs> (<https://www.uidaho.edu/engr/departments/cs/degrees/cs>).

All required coursework must be completed with a grade of C or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

| Code | Title | Hours |
|-------------------------------------|----------------------------------|----------|
| CS 475 | Machine Learning | 3 |
| or CS 477 | Python for Machine Learning | |
| CS 488 | Applied Data Science with Python | 3 |
| CS 474 | Deep Learning | 3 |
| Select one of the following: | | 3 |
| CS 470 | Artificial Intelligence | |
| CS 487 | Adversarial Machine Learning | |
| CS 489 | Semantic Web and Open Data | |
| CS 472 | Evolutionary Computation | |

Total Hours 12

Courses to total 12 credits for this certificate

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Coeur d'Alene
Idaho Falls
Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

- Understand the fundamental concepts and algorithms in machine learning and artificial intelligence
- Be able to apply machine learning algorithms to analyze, model, and solve real-world problems
- Be able to implement and evaluate Python-based machine learning solutions for problems such as data classification and clustering
- Develop leadership and teamwork ability with others through group discussion and course projects

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Assessment of learning objective will be accomplished through quizzes, homework, exams, and case-study projects, with a focus on the core required courses.

How will you ensure that the assessment findings will be used to improve the program?

Faculty related to this certificate will have an annual meeting to discuss assessment findings and improvement. The assessment findings will be applied to 1) improve contents organization and materials presentation, and 2) update homework, quizzes and exams.

What direct and indirect measures will be used to assess student learning?

Direct measures include student results from homework, quizzes, exams and projects. Indirect measures including classroom discussions, office hours interactions, and student course evaluations.

When will assessment activities occur and at what frequency?

Assessments will occur each time the core, required courses are taught, roughly once per year, per course.

Student Learning Outcomes

Learning Objectives

Understand, explain, and use the fundamental concepts and algorithms in machine learning and artificial intelligence.

Apply machine learning algorithms to analyze, model, and solve real-world problems

Implement and evaluate machine learning solutions for common machine learning and artificial intelligence problems such as data classification and clustering.

Develop leadership and teamwork ability for work in and leading group projects.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

AI/ML is changing the world on a grand scale. We are seeing its transformational impacts on public health, manufacturing, agriculture, financing, urban systems and smart communities, social welfare, criminal justice, environmental sustainability, and national security. This certificate is intended to train students to understand AI/ML fundamentals, master algorithms, and be able to use state-of-the-art tools to develop AI/ML solutions for real-world problems. The certificate leverages the expertise from faculty in several departments to give students a strong interdisciplinary background. It is designed to give undergraduate students from a range of fields the set of skills they need to succeed in the AI/ML arena.

Supporting Documents

533 Program Description .pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Wed, 04 Oct 2023 00:32:27 GMT): 10/3/23: LL uploaded program description.

Sydney Beal (sbeal) (Mon, 04 Mar 2024 18:02:39 GMT): Narrative text edited per UCC meeting 1/29/24

Key: 533

533 Program Description for: Artificial Intelligence and Machine Learning Undergrad Certificate

An undergraduate certificate in artificial intelligence and machine learning is a demonstration of the student's breadth and depth of knowledge in these rapidly expanding fields. The certificate develops the student's understanding of both the fundamentals and the applications of these fields and of how they interact. It prepares a student for immediate entry into AI and ML career paths.

534: ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING (AI/ML) GRADUATE CERTIFICATE

In Workflow

1. 131 Chair (tsoule@uidaho.edu; arleen@uidaho.edu)
2. 08 Curriculum Committee Chair (gabriel@uidaho.edu)
3. 08 Dean (gabriel@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
5. Curriculum Review (Curriculum Review@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
14. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
15. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 21 Sep 2023 02:48:27 GMT
Terence Soule (tsoule): Approved for 131 Chair
2. Thu, 28 Sep 2023 16:00:52 GMT
Gabriel Potirniche (gabriel@): Approved for 08 Curriculum Committee Chair
3. Thu, 28 Sep 2023 16:32:45 GMT
Suzanna Long (long): Approved for 08 Dean
4. Sat, 07 Oct 2023 01:31:13 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Wed, 11 Oct 2023 21:14:03 GMT
Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Thu, 21 Dec 2023 20:24:14 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Thu, 28 Dec 2023 17:31:03 GMT
Jerry McMurtry (mcmurtry): Approved for Graduate Council Chair
8. Tue, 16 Jan 2024 21:35:45 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Wed, 24 Jan 2024 16:40:24 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
10. Mon, 04 Mar 2024 18:04:56 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Thu, 21 Sep 2023 02:46:59 GMT

Viewing: 534 : Artificial Intelligence and Machine Learning (AI/ML) Graduate Certificate

Last edit: Mon, 04 Mar 2024 18:04:49 GMT

Changes proposed by: Terence Soule

Faculty Contact

| Faculty Name | Faculty Email |
|---------------|-------------------|
| Terence Soule | tsoule@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Graduate

College

Engineering

Department/Unit:

Computer Science

Effective Catalog Year

2024-2025

Program Title

Artificial Intelligence and Machine Learning (AI/ML) Graduate Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

11.0102 - Artificial Intelligence.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Discribe the financial impact

The financial impact will be fairly small. All of the courses in the certificate are already being taught so there is no additional resources required. We anticipate that the certificate will make some of our classes more appealing because students taking them will be able to get a certificate. This is likely to lead to a small, but manageable increase in class sizes. Additionally, the presence of the certificate will have a small positive impact on recruitment by making some programs more attractive, which will lead to an increase in enrollment and additional tuition revenue.

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AI/ML is changing the world on a grand scale. We are seeing its transformational impacts on public health, manufacturing, agriculture, financing, urban systems and smart communities, social welfare, criminal justice, environmental sustainability, and national security. This certificate is intended to train students to understand AI/ML fundamentals, master algorithms, and be able to use state-of-the-art tools to develop AI/ML solutions for real-world problems. The certificate leverages the expertise from faculty in several departments to give students a strong interdisciplinary background.

Important advising information can be found at <https://www.uidaho.edu/engr/departments/cs/degrees/cs> (<https://www.uidaho.edu/engr/departments/cs/degrees/cs/>).

All required coursework must be completed with a grade of B or better (O-10-b (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

| Code | Title | Hours |
|-----------------------------------|----------------------------------|----------|
| CS 575 | Machine Learning | 3 |
| CS 588 | Applied Data Science with Python | 3 |
| CS 574 | Deep Learning | 3 |
| Take one of the following: | | 3 |
| CS 570 | Artificial Intelligence | |
| CS 587 | Adversarial Machine Learning | |
| CS 598 | Internship | |
| CS 572 | Evolutionary Computation | |

Total Hours 12

Courses to total 12 credits for this certificate

Distance Education Availability

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If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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In which of the following geographical areas can this program be completed in person?

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Moscow

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List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

- Understand the fundamental concepts and algorithms in machine learning and artificial intelligence
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- Be able to implement and evaluate Python-based machine learning solutions for problems such as data classification and clustering
- Develop leadership and teamwork ability with others through group discussion and course projects

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Assessment of learning objectives will be accomplished through quizzes, homework, exams, and case-study projects, with a focus on assessment in the required courses.

How will you ensure that the assessment findings will be used to improve the program?

Faculty related to this certificate will have an annual meeting to discuss assessment findings and improvement. The assessment findings will be applied to 1) improve contents organization and materials presentation, and 2) update homework, quizzes and exams.

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Develop leadership and teamwork ability for work in and leading group projects.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

AI/ML is changing the world on a grand scale. We are seeing its transformational impacts on public health, manufacturing, agriculture, financing, urban systems and smart communities, social welfare, criminal justice, environmental sustainability, and national security. This certificate is intended to train students to understand AI/ML fundamentals, master algorithms, and be able to use state-of-the-art tools to develop AI/ML solutions for real-world problems. The certificate leverages the expertise from faculty in several departments to give students a strong interdisciplinary background. It is designed to give graduate students from a range of fields the set of skills they need to succeed in the AI/ML arena.

Supporting Documents

534 Program Description.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Wed, 04 Oct 2023 00:35:59 GMT): 10/3/23: Program description uploaded for #534.

Sydney Beal (sbeal) (Mon, 04 Mar 2024 18:04:49 GMT): Narrative text edited per UCC meeting 1/29/24

Key: 534

534: Artificial Intelligence and Machine Learning Graduate Certificate – Program Description

A graduate certificate in artificial intelligence and machine learning is a demonstration of the student's breadth and depth of knowledge of the state of the art in these rapidly expanding fields. The certificate develops student's research skills in these two fields and prepares them for careers developing the next generation of AI and ML tools and techniques.



Requesting Campus Feedback – Stage 2

Improving Student Success Via Revised Curricula and Instruction

To strengthen U of I students' outcomes, President Green has charged a Step-Up Completion: Collaboration, Evidence, Synergies, and Support (SUCCESS) Team to propose initiatives for funding that are likely to increase our existing 61% six-year graduation rate to 77%, matching the current average at Research I institutions. Based upon an initial round of input from the U of I community, the SUCCESS Team identified three types of initiatives that have had success at other universities¹⁻² and that build upon our existing strengths:

- **Expand and Enhance Common Experiences**
- **Increase Use of Evidence-Based Teaching Practices**
- **Provide Earlier Applied Learning Opportunities**

The team's next step is to develop proposals for each initiative. Your feedback will be critical to creating proposals that have the greatest potential to benefit U of I students' learning, academic achievement, and post-graduation success.

We encourage you to read about each initiative and then provide feedback.

Your comments will help the team develop proposals that achieve the desired outcomes. It will be especially helpful to get your perspective on how we can support efforts that already exist and encourage the growth of new efforts.

Existing research shows that **each initiative supports all students**. This support includes students from historically under-represented

groups, such as first-generation and rural students. By ensuring that the proposed initiatives help these students (and all students), U of I is fulfilling our land-grant mission to provide broad access to higher education for Idahoans.

First-generation, rural, and other students from historically under-represented groups have different prior experiences and therefore have specific support needs.

With these initiatives, U of I is building on existing programs that support these students effectively, such as the [Vandal Gateway Program](#), [Student Athlete Support Services](#), and the [Raven Scholars Program](#).

Descriptions of each initiative follow.



Expand and Enhance Common Experiences

Common experiences, such as first-year seminars and learning communities, offer meaningful curricular and cocurricular experiences to enhance student learning, often using broad themes and varied curricular and co-curricular choices.³

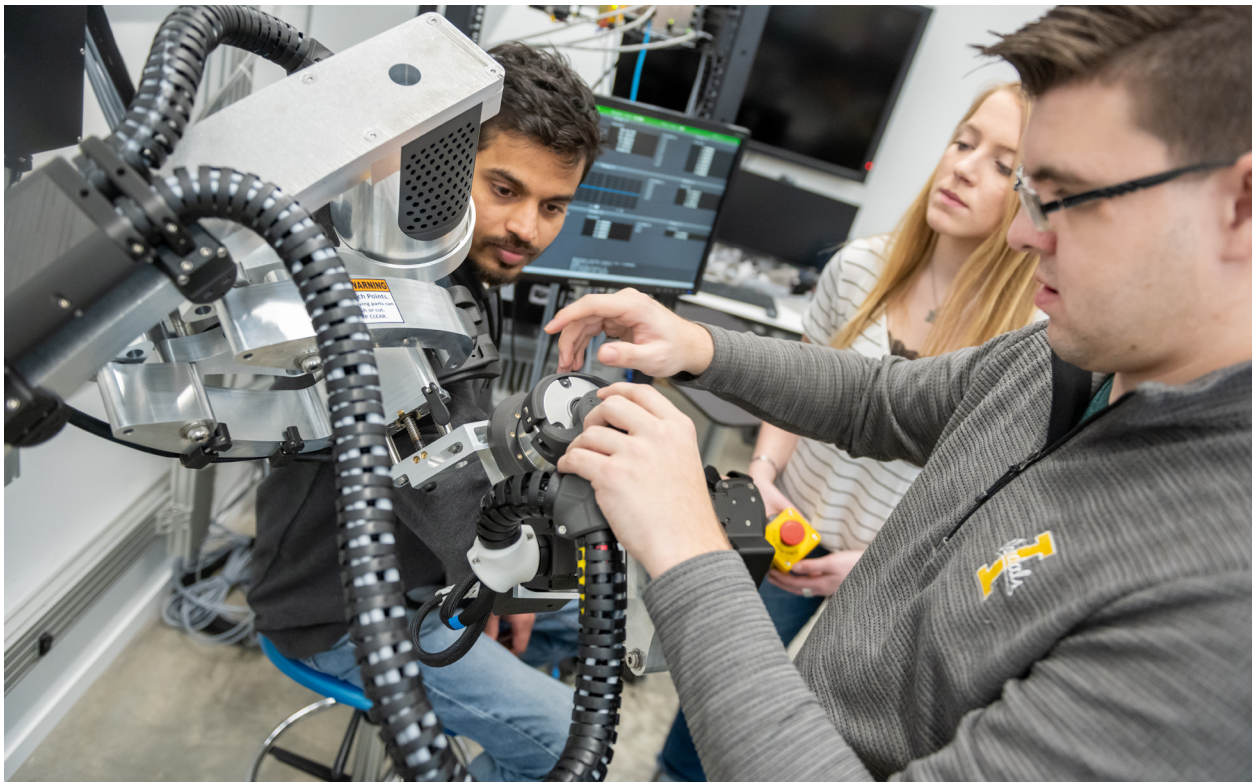
Research: shows common experiences (a) improve student success and GPA; (b) are consistently linked to higher retention and graduation rates; and (c) positively impact first-generation, racially/ethnically minoritized, conditionally admitted, and undeclared students.^{4,5,6,7,8,9,10}

Possible Approaches:

1. Bridge program to prepare students for a first-year experience (FYE).
2. Various FYE opportunities to introduce general education.
3. Links from FYE to sophomore-, junior-, and senior-year experiences.
4. A culminating experience that builds on students' earlier common intellectual experiences.
5. Support for core cognitive and non-cognitive skills.

Example: [Arizona State's highly rated First-Year Experience \(FYE\) Program](#)

U of I Examples: [TRIO Program](#), [Martin Institute Programs](#), and [Office of Multicultural Affairs Programs](#)



Increase Use of Evidence-Based Teaching Practices

Evidence-based teaching practices, such as active learning, promote higher-order thinking and self-directed learning through discussion, case studies, group work, problem solving, writing, sketching, and other instructor-guided activities.

Research: A meta-analysis of 255 studies of STEM courses linked active learning to +6% average exam scores and +12 percentage points in course success rates, with traditional lecture students 1.5 times more likely to fail.¹¹ Substantial research has linked success in foundational courses to increases in both retention and graduation rates for all students, including those from historically under-represented groups.^{12,13,14,15,16, 17}

Possible Approaches:

1. Revise promotion and tenure criteria.
2. Establish evidence-based, inclusive teaching practices; offer leadership, elevate expertise, and emphasize research on learning and instruction.
3. Ensure faculty have resources needed to pursue evidence-based teaching practices.

Example: [Home • Active Learning and Inductive Teaching • Iowa State University \(iastate.edu\)](#)

U of I Examples: [Self-Directed Learning Modules](#), [Generation Z Learning Approaches](#), and [Center for Excellence in Teaching and Learning](#)



Provide Earlier Applied Learning Opportunities

Undergraduate research, internships, community-based learning, and other learning experiences in which students apply learning outside the classroom. Applied learning opportunities are linked to increased learning, graduation rates, and post-graduation success.

Research: Undergraduate research has been linked to +4% to +10% in overall graduation rates and +13% STEM degree completion, with particular benefits for racially/ethnically minoritized and other historically under-represented groups.^{18,19,20,21}

Example: [Echegoyan et al \(2019\)](#) showed a strong association between completing [UTEP's Freshman Year Research Intensive Sequence](#) and long-term retention for the 1,652 students they studied, 2015-2017 (~63% female, ~86% Hispanic).

U of I Examples: [Cooperative Education](#) and [Interdisciplinary Capstone Design Program](#)

Possible Approaches:

1. Add co-op experiences, problem solving components, career experiences, and undergraduate research experiences.
2. Strengthen industry connections.
3. Engage community members as co-creators of learning and scholarship.



Providing Your Feedback

The SUCCESS team invites all members of campus to provide feedback on possible approaches for each of the three initiatives. There are **two ways to provide feedback** (you are welcome to participate in both ways if you desire):

1. **[Share your responses to survey questions](#)** in the feedback forms linked below:
 - **[Expand and Enhance Common Experiences](#)**
 - **[Increase Use of Evidence-Based Teaching Practices](#)**
 - **[Provide Earlier Applied Learning Opportunities](#)**
2. **Join an All-Campus Conversation** with the SUCCESS Team and Provost Lawrence from Wednesday, March 20 at 3:30 pm PT; 4:30 pm MT, via this **[Zoom link](#)**.

In both cases (i.e., the feedback forms and the all-campus conversation) you'll be asked for your thoughts in response to the following questions about each initiative:

- Please rank order the possible approaches for this initiative according to which you believe would be most effective, 1 high, 5 low.
- Please note existing U of I strengths these approaches could build on.
- What would it look like for this initiative to be implemented successfully in your program, department, or college?
- What types of support would be needed to implement this initiative in your program, department, or college?

Note: The SUCCESS Team will be reaching out to specific groups on campus who may wish to give feedback about the initiatives during one of the regular meetings, e.g., Faculty Senate, Dean of Students, the Associated Students of the University of Idaho (ASUI), College Assistance Migrant Program (CAMP), Student Support Services, and the Associate Deans.



Process/Background

To ensure that the final proposal is informed by perspectives from across campus, in **Stage 1** (late January/early February), the SUCCESS Team met with and surveyed approximately 100 members of eight shared governance and other campus groups.²² During these meetings, the team shared information on six possible evidence-based initiatives that have increased learning and academic achievement on other campuses:

1. Revise General Education Curriculum
2. Expand and Enhance Common Learning Experiences
3. Increase Use of Evidence-Based Teaching Practices
4. Provide More Real-World Learning Opportunities Earlier
5. Streamline Degree Pathways
6. Better Support Historically Under-Represented Students.

Through a mixed-methods analysis of campus groups' comments, the team determined that campus feedback identified the three initiatives described above as most effectively positioned to leverage existing U of I strengths. Further, campus feedback indicated that it would be most effective to **integrate initiative #6, Better Support Historically Under-represented Students, into each of the three identified initiatives.** Therefore, the team will recommend this integration, which will require close collaboration with colleagues across U of I. This integration will help U of I better serve our growing numbers of first-generation and other students from historically under-represented groups. Finally, based on feedback from campus groups with relevant experience, the team will consider proposing that the cohort model be used in each of the identified initiatives. The proposed initiatives will build on the work already underway as part of U of I's Strategic Enrollment Project.



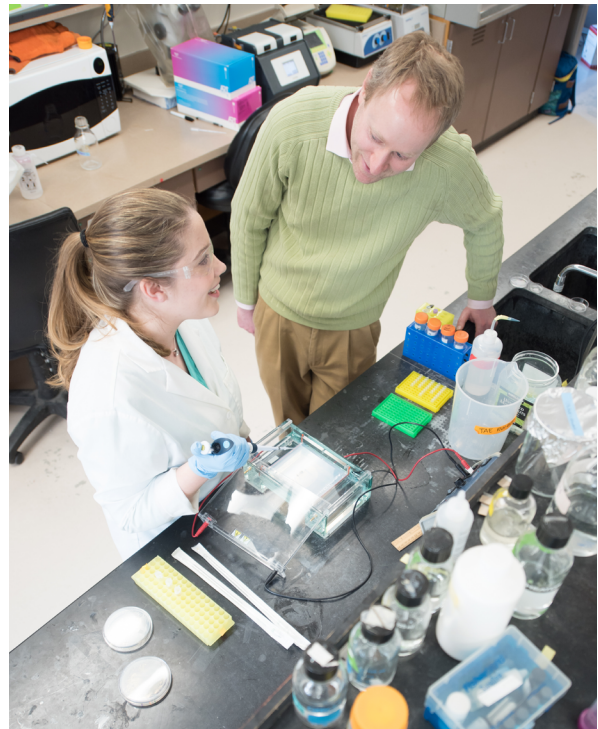
Importantly, the team will recommend that initiatives be implemented under **local direction, with centralized support**. The implementation plan will advocate that campus groups already pursuing related successful projects be incentivized to help lead implementation. For example, such groups might provide resources, consultation, and/or mentoring for colleagues developing similar projects. Incentives could include release time, summer stipends, access to professional development or other opportunities, and the like. These groups' leadership will support local direction by helping programs tailor approaches to their disciplines, cultures, and students' needs.

Further, the team will recommend a separate implementation plan for each initiative but emphasize that these plans should identify and leverage potential connections. For example, to implement common experiences and early applied learning in classrooms,

support for evidence-based teaching will be needed. Similarly, each initiative requires incentivizing faculty to adopting evidence-based approaches will build more explicit rewards into the annual review and the promotion and tenure processes.

Finally, please note that, based on campus feedback and SUCCESS Team discussions, the titles of two of the three identified initiatives have been tailored to better reflect U of I priorities, as follows:

- 2. *Expand and Enhance Common Experiences*** – “learning” omitted to indicate that some experiences will be curricular and others co-curricular.
- 4. *Provide Earlier Applied Learning Opportunities*** – “real-world” omitted to emphasize the connections between classroom and applied learning; “earlier” emphasized by new position in the title.



References

(Endnotes)

- 1 [Bradley, 2021.](#)
- 2 [Boyer 2030 Report.](#)
- 3 [American Association of Colleges & Universities High-Impact Practices.](#)
- 4 [Jamelske, 2008.](#)
- 5 [Swanson et al., 2016.](#)
- 6 [Vaughan et al., 2014a.](#)
- 7 [Vaughan et al., 2014b.](#)
- 8 [Miller et al., 2014.](#)
- 9 [Vaughan et al., 2019.](#)
- 10 [Pickenpaugh, Yoast, Baker, & Vaughan, 2022.](#)
- 11 [Freeman et al., 2014.](#)
- 12 [Koch & Pistilli, 2015.](#)
- 13 [Cabrera, Burkum, & LaNasa, 2005.](#)
- 14 [Lewis & Terry, 2016.](#)
- 15 [Moore & Shulock, 2009.](#)
- 16 [Offenstein & Shulock, 2010.](#)
- 17 [Biswas et al., 2022.](#)
- 18 [Rodenbusch et al., 2016.](#)
- 19 [Rodrigo-Peiris, Xiang, & Cassone, 2018.](#)
- 20 [Indoft et al., 2019.](#)
- 21 [Bangera & Brownell, 2017.](#)
- 22 These groups included the academic associate deans, the Associated Students of the University of Idaho, a Career Services representative, the Dean of Students leadership team, department chairs/heads, Faculty Senate, representatives from units focused on equity, and Staff Council.

Approved at Mtg #27
April 2, 2024

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 26

Tuesday, March 26, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Pimentel, Ramirez, Raney, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Thaxton, Tibbals.

Absent: Maas (excused), Miller, Mischel.

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #25, March 19, 2024, were approved as distributed.

Chair's Report:

- Important reminder: Senators whose terms end in 2023-24 should ask their units/colleges to conduct elections for AY 24-25 Senate seats.
- Apologies for the communication glitch about admissions. Regarding the data that was shared with you, please be assured that the data was shared at the time it was available.

Provost's Report:

- Two searches are in progress.
 - Last week, we had two candidates for the position of Dean of the College of Law, and two more will visit this week . The schedules can be found at <https://www.uidaho.edu/provost/administrative-searches> .We encourage people to participate. After our last interview, we will ask for people's feedback.
 - The other search is for a new director of General Education. Dean Panttaja has been in that role for quite some time and he's going to step down. Please share this information with your colleagues. <https://www.uidaho.edu/provost/administrative-searches>
- University of Phoenix: Addressing a previous question from Steve Shook, the Provost pointed to the University of Phoenix website: The University of Phoenix transaction requires a conduit issuer, and as such, we approached a number of different national conduits. Arizona Industrial Development Authority (AzIDA) is a conduit issuer of municipal revenue bonds with the ability to assist private and public borrowers across the country. National Finance Authority (NFA) in New Hampshire is also a conduit issuer. While AzIDA declined to participate, NFA agreed to participate in the financing. The AzIDA decision has no impact on our transaction.
- A Senate Bill regarding the University of Phoenix passed the Senate State Affairs Committee this morning. See <https://legislature.idaho.gov/sessioninfo/2024/legislation/S1450/>. The Provost will provide an update next week.

Discussion:

A senator inquired about an article in the Idaho Education News, which reported that the Alumni Association was asked by the President to hire a lobbyist. They noted that the university is not allowed to hire lobbyists. Provost Lawrence replied that the Alumni Association can do so, and it's common.

Committee Reports:

- Proposed changes to the Administrative Procedures Manual (non-voting)
 - APM 45.35 - University of Idaho Unmanned Aircraft Systems (“UAS”) – Kay Dee Holmes, Assistant Director, Research Integrity, Office of Research Assurances, Attach. #2
Standardized and updated formatting; Clarification on existing requirements; Address policy gaps & remove unnecessary language.
Discussion:
In response to a question from Chair Gauthier, Kay Dee Holmes confirmed that the policy applies only to UAS used for university business.
 - APM 20.60 - Unrelated Business Income Tax – Amanda Bauer, Controller, Ali Pearce, General Accounting Manager, Attach. #3
Describe other UI policies or procedures related to or like this proposed change, or that will be impacted by it.
There were no questions.
 - APM 35.66 - Laboratory Decommissioning – Samir Shahat, Executive Director, University Safety Officer, Radiation Safety Officer, Arch Harner, Assistant Vice President for Research Administration, Office of Research and Economic Development, Russell McClanahan, Biosafety and IRIC Facility Manager, Office of Research Assurances Attach. #4
This policy was developed in collaboration with the Office of Research Assurances. It provides requirements for the removal of hazardous materials and equipment from laboratory spaces when the Principal Investigator (PI) or laboratory supervisor is leaving the University of Idaho, moving to another campus building, relocating to another laboratory within the same building, or disposing of or transferring laboratory equipment that is no longer needed. This policy also applies to the removal of all hazardous materials and equipment from laboratory spaces prior to renovation.
There were no questions.

Announcements and Communications:

- Admissions Recommendations – Jean-Marc Gauthier, Faculty Senate Chair, Torrey Lawrence, Provost and Executive Vice President, Kristin Haltinner, Vice Chair of Faculty Senate, Dean Kahler, Vice Provost for Strategic Enrolled Management. Attach. #5.
(Please see attachment #5 for the full content of the presentation.)
Chair Gauthier started the presentation with some background and context for the decision to be made, and a brief timeline of recent decisions/actions. Vice Chair Haltinner reviewed the authority structure in shared governance, and the different options that have been proposed. The Provost addressed important aspects to keep in mind when making admissions criteria decisions: Our mission of access and our responsibility to admit students who are ready for college; reliability of GPA vs. test scores; impact of changing admissions standards; SBOE direct admission policy. Dean Kahler proceeded to present data on possible enrollment implications. Vice Chair Haltinner shared data on retention rates in relation to high school GPA. She concluded with an overview of the different options for senate to consider.
Discussion:
Senator Steve Shook expressed serious concerns about the projected implications for enrollment shown in the presentation. It is impossible to make this projection, because the students admitted post-COVID did not have to submit a test score, and we assume they had no

scores to submit. Chair Gauthier recognized that this is a problem with the data we have. Steve Shook also argued that Proposals #1 and #2 in Attachment #5 are not very different. UCC looked at the data and noticed that 96% of the students at the 2.6 GPA level had SAT score of 800. What data drives the choice of a 2.8 GPA vs. 3.0? Chair Gauthier pointed to the analyses from SEM. Steve Shook replied that UCC came up with different conclusions.

A senator argued that there is no point in the proposal to extend the emergency action for one more year. Nothing major will have changed in one year. Vice Chair Haltinner said that option is kind of a back-up plan, in case we cannot find common ground.

A senator brought up the issue of student success. The senate rep for her college conducted a survey about which set of requirements would be best. Most of the college agreed with reverting back to the original criteria prior to COVID, and expressed concern about what the GPA wasn't showing us about student aptitude. Her college is also seeing issues with engagement. The advising office reported many students on probation or disqualification in these last few years, the highest ever seen at her college. This senator does not see a test requirement as restricting access. Also, given that the GPA is not a consistent indicator because it differs across schools – there are non-accredited institutions, home-schooled students etc. – most of the constituents in her college agreed that reverting to the pre-COVID requirements would be best, if we want students to be successful. The senator also inquired about the Vandal Gateway program (VGP) with respect to student success and retention rates, because VGP is tied to the admission standards we are discussing. She also suggested looking at the question of admittance versus enrollment, and what we can do to make sure that admitted students enroll as well.

Vice Chair Haltinner pointed to the VGP update presented to senate on January 16, when the VGP team shared data for the past 1.5 years. The team were pleased with the improvement in academic standing from the first to the second year.

Back to the issue of potential impact on enrollment from reverting to the pre-COVID criteria, a senator asked how many of the 779 students who would have not been admitted by the 2019 criteria did not submit a test score. Vice Chair Haltinner provided the number, 720 students. Of those, 587 had GPA of 3.0 and above. In other words, most of them would be admissible to the University without any additional information.

A senator expressed concerns about procedural issues. A seconded motion from UCC is before senate, yet other proposals are being submitted and discussed. This senator is very reluctant to overrule the recommendation of a committee that has spent considerable time on this question and is entrusted with the responsibility for it. The senator is concerned that we are bypassing UCC in considering alternatives to what they have recommended to us. The UCC recommendation should be sent back to them. Chair Gauthier explained that there was never any intent to bypass UCC. FSL was under the impression the UCC was not willing to reconsider their recommendations. Hence, alternative options were developed.

Steve Shook announced his intent to propose a friendly amendment unanimously approved by UCC, to drop the test score requirement for students with GPA of 3.0 and up.

A senator said that he wouldn't be ready to vote without first discussing the financial impact of potentially admitting fewer students. Steve responded that the number of students who are admitted has no financial impact. It's those who are enrolled that have financial impact, and, once they're enrolled, those who are retained. They looked at retention rates from Institutional Research and observed that the retention rate decreases as GPA and SAT scores decline.

There was some additional discussion on the pros and cons of dropping the test score requirement. Those tests are still paid for, although no longer required by the state, so, financial barrier is not an issue. If we drop it, are we going back to a situation where we have less

information? Requiring test scores would be beneficial for us – moving forward, it would give us additional data if we analyzed the relationship between GPA and standardized test scores on retention in the future. Test scores can be important as an additional parameter when awarding scholarships.

There was a question about the role of the VGP in the UCC proposal. Steve Shook responded that VGP is not part of the general catalog. There is a link under admissions requirements that takes you to CLASS. It is not an official part of the general catalog because it's a pilot program. Therefore, UCC did not evaluate VGP as it relates to standards for admission. Provost Lawrence followed up with an additional aspect: the VGP admission criteria were approved through those emergency measures last year. So, we do need to address VGP criteria this semester, although not necessarily as a permanent measure. The third year of the pilot is next year, but admissions criteria must be decided a year and a half in advance.

A senator suggested that perhaps we should take a broader institutional approach to this decision – identify what's best for us as an institution, rather than react to what others are doing.

The senator who raised the issue of possible financial impact on faculty lines, jobs, etc. underlined the importance of having such information. Dean Kahler and Vice Chair Haltinner said they can put it together. Steve Shook reiterated that it's not possible to obtain a reliable estimate from the data.

The amendment to the UCC motion is seconded by Bob Rinker (seconded earlier by David Pimentel, who withdrew his action).

Vote: 13/21 yes; 8/21 no. Amendment passes.

Motion to table (Tibbals, Chapman). Vote: 19/20 yes; 1/20 no. Motion passes.

Adjournment:

The agenda not being completed, the Chair entertained a motion to adjourn. So moved (Justwan, Barannyk). The meeting was adjourned at 5:01pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #26

Tuesday, March 26, 2024 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #25 March 19, 2024 **Attach. #1**
- III. Chair’s Report
 - Reminder to launch elections for AY 24-25 Senate seats
- V. Provost’s Report
- VI. Committee Reports
 - Proposed changes to the Administrative Procedures Manual (non-voting)
 - APM 45.35 - University of Idaho Unmanned Aircraft Systems (“UAS”) – Kay Dee Holmes, Assistant Director, Research Integrity, Office of Research Assurances **Attach. #2**
 - APM 20.60 - Unrelated Business Income Tax – Amanda Bauer, Controller, Ali Pearce, General Accounting Manager **Attach. #3**
 - APM 35.66 - Laboratory Decommissioning – Samir Shahat, Executive Director, University Safety Officer, Radiation Safety Officer, Arch Harner, Assistant Vice President for Research Administration, Office of Research and Economic Development, Russell McClanahan, Biosafety and IRIC Facility Manager, Office of Research Assurances **Attach. #4**
- VII. Announcements and Communications
 - Admissions Recommendations – Jean-Marc Guthier, Faculty Senate Chair, Torrey Lawrence, Provost and Executive Vice President, Kristin Haltinner, Vice Chair of Faculty Senate, Dean Kahler, Vice Provost for Strategic Enrolled Management **Attach. #5**
 - Dependent Benefit Task Force Update – Kristin Haltinner, Vice Chair of Faculty Senate
- VIII. New Business
- IX. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #25 March 19, 2024
- **Attach. #2** APM 45.35
- **Attach. #3** APM 20.60
- **Attach. #4** APM 35.66
- **Attach. #5** Admissions Recommendations

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 25

Tuesday, March 19, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Maas, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Pimentel, Ramirez, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Tibbals.

Absent: Strickland (excused), Raney (excused), Blevins, Thaxton

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #24, March 5, 2024, were approved as distributed.

Chair's Report:

- Many thanks to our today's guests, Teresa Amos, Terry Soule, David Paul and Dean Kahler. Later in the meeting, they will engage with us in important conversations.
- A reminder of the exhibit of the AI/ML Task force from Monday, April 1, until Saturday, April 13. In the Reflections Gallery in the ISUB Building. We have received a large number of posters and videos. So, it's going to be a bigger than expected exhibit.

Provost's Report:

- The census date for spring was last week, and we are up overall 5.8% compared to last spring. Congratulations to everyone on this big accomplishment!
- We have four finalists visiting Moscow and Boise for the Dean opening in the College of law. For more information on the candidates and public events, visit <https://www.uidaho.edu/provost/administrative-searches>
- The SUCCESS Team is hosting a Town Hall tomorrow, at 3:30 PST. More at <https://uidaho.zoom.us/j/84282522599?from=addon>.
- March Faculty Gathering: Thursday, 4:30 to 6:30, in the Vandal ballroom, hosted by the College of Science. Please RSVP at <https://forms.office.com/r/rYZ95ku7Dg>.
- The College of Engineering is hosting a gathering in Idaho Falls, Tuesday, April 9, from 4:00 to 6:00.
- University of Phoenix: Not much new to report. We continue to work with the legislators, who plan to adjourn the session next Friday.
- Senator Shook sent some questions about Phoenix, following up on the discussion we had just before spring break:
 - Would you be able to provide a rough estimate of UI's total Phoenix cost to date, and from which UI fund lines were they paid for? Answer: When we received the questions, the updated number was \$11.3 million. This includes expenses paid to date. As more

work continues, especially with the legislature, expenses continue to increase. They are being paid using UI resources. We established a separate fund, so that all Phoenix expenses would go into one place and be tracked easily. This is how we tracked similar costs for the P3 utility project a few years ago, as well as the P3 housing project.

- How much is the decline in the UI reserve fund from these Phoenix expenses? Answer: The University doesn't have a single reserve fund. Reserves are held across the entire institution. Some are held centrally, but most of them are held in colleges or other units across campus. The university has cash reserves set aside and long-term investment accounts. While these transaction costs have impacted cash balances, there has not been any impact on the long-term investment accounts.
- Will less reserves result in holdbacks for academic units, increased quote taxes on colleges or department funds, or hiring freezes? Answer: No. Lower reserves do not automatically result in any of those things. They just result in lower reserves on our balance sheet, by as much as we spend.
- Is there a contingency plan for the costs already incurred, should the transaction not go through? Answer: We're hopeful it will close, and there's still a lot of work going on to find a path forward with the legislature. If it does not, the University will need to address the costs incurred. But we've been paying as we go, so, it will just take us longer to meet the State Board requirement for reserves. And obviously the State Board was in the middle of this transaction and knew that these costs were being incurred.
- Senator Shook had another question, about changes in Arizona bonding authority. Will that affect the bonding itself and the total cost of the bonds? Answer: I'll need to follow up and confirm. I heard there was a change, but I don't think it will create a real problem in the process.

Committee Reports (voting):

- Proposed changes to the Faculty Staff Handbook
 - FSH 1640.58 Ubuntu – Kristin Haltinner, Vice Chair of Faculty Senate, Attach. #3. Past chairs and members of Ubuntu have indicated that the committee membership was not working. The EDU had five ex officio seats and it was very burdensome for their offices to staff. We revised this to one voting seat chosen by the Chief Diversity Officer. The name for the Center for Disability Access and Resources needed to be updated. Given the importance of this office's participation, we also shifted them from ex officio to a voting member. IPO was also shifted to a voting membership. The faculty roles, undergraduate student roles, graduate student role, and remaining ex officio members remained the same. The committee also lacked clear term expectations, so these were added.
Vote: 17/19 yes; 2/19 no. Motion passes.
- Proposed changed to the University Catalog
 - UCC 533 Artificial Intelligence and Machine Learning (AI/ML) Undergraduate Certificate – Terence Soule, Department Chair, Computer Science, Attach. #4.
AI/ML is changing the world on a grand scale. We are seeing its transformational impacts on public health, manufacturing, agriculture, financing, urban systems and smart communities, social welfare, criminal justice, environmental sustainability, and national security. This certificate is intended to train students to understand AI/ML fundamentals, master algorithms, and be able to use state-of-the-art tools to develop AI/ML solutions for real-world problems. The certificate leverages the expertise from

faculty in several departments to give students a strong interdisciplinary background. It is designed to give undergraduate students from a range of fields the set of skills they need to succeed in the AI/ML arena.

Discussion:

After some minor clarification, the senators were ready to vote.

Vote: 19/19 yes. Motion passes.

- UCC 534 Artificial Intelligence and Machine Learning (AI/ML) Graduate Certificate – Terence Soule, Department Chair, Computer Science, Attach. #5. Basically, they're the same. Many of our courses are 400/500 level. So, the graduate certificate includes the 500-level version of the same courses. The two certificates are separate.

Discussion:

A senator inquired whether CS prerequisites are required for the courses in the certificate. Terence responded that some courses have CS prerequisites, others may have Math prerequisites, but, overall, there is a good number of options.

Another senator asked whether students are educated about ethical use of AI/ML.

Terence said that CS majors are informed, but he cannot be sure about students from other majors.

Vote: 20/20 yes. Motion passed.

Announcements and Communications:

- Admissions Standards Proposal from UCC – David Paul, Chair of UCC. David Paul gave a brief overview of the recent discussions at UCC. They wanted to make a data-based decision about what is best. The data presented at UCC shows that lower high school GPA and lower SAT scores are associated with lower retention rates. Therefore, they felt there is no benefit to students by having lower admission standards. They also discussed the ethical aspects of admitting students who aren't successful and still must pay for it. They also felt the pre-pandemic admission standards were not especially burdensome.

Discussion:

Vice Chair Haltinner argued that enrollment is up, as reported by the Provost earlier, in part because we have lowered those standards. She shared some new information from Dean Kahler: In fall 2023, we admitted about 9,500 students, or 81% of the applicants. Under the pre-Covid criteria, we would have admitted 5,600 students, which is 48% of the total number of applicants. Thus, one must consider other aspects as well, such as lost faculty lines or jobs. It's important to consider the impact of this decision on the size of the student body and its possible implications. David Paul disagrees. By pre-Covid standards, students with GPA of 3.0 and higher were directly admitted, and those with GPA between 2.6 and 2.99 could still get in with a composite SAT score of 740. From 2023 UI data, 96% of the submitted SAT scores were 800 or above. Dean Kahler joined the conversation and confirmed the conclusions of his analysis. He looked at the 11,762 applicants for fall 2023 and tried to forecast how many of those students wouldn't have test scores, and how many would not be admissible using the pre-Covid criteria. He found a significant reduction in the number of students that would be directly admissible to the university.

The discussion moved to the ISAT as one of the standardized tests that we may accept or require for admissions. UCC felt they could not incorporate the ISAT in their recommendation due to lack of data. A senator pointed to ISAT data from 2019, the results of which seem less

biased regarding race, gender and socioeconomic status. David Paul reiterated that retention and success are not predicted by the ISAT.

Provost Lawrence noted that reverting to pre-Covid standards would put UI in a very different situation with respect to state-wide direct admissions – students could be admitted to 8 or 7 of the 8 schools. We would be out of line with BSU. Our mission as a land grant institution is access, teaching the people in the state, not being an elite institution. At the same time, we want to admit students who we are reasonably confident have a high probability of being successful. But we cannot forget that there is a core to our mission. Access versus limiting for success are conflicting points. There was some additional discussion on the importance of identifying the best balance between facilitating access and admitting students who are ready for college.

Provost Lawrence commented on the admissions criteria issue being complicated by a generational issue, impacting children who were not yet in high school during the pandemic. Furthermore, pre-Covid criteria are lower because they allow automatic admission down to a GPA of 2.2 with a certain test score, which is a lower standard than automatic admission with a 2.6, as we do now. Below that threshold, they can be admitted and receive extra support through the VGP. Thus, the real difference is that pre-Covid criteria require test scores. The current emergency criteria do not require test scores but set a higher bar on the minimum GPA. The Provost suggested talking about “different” rather than “higher” or “lower.”

Before closing the discussion, Chair Gauthier had one final remark. He was intrigued by some conversations at the State Board about being able to predict where students will require additional help based on the ISAT score. Chair Gauthier thanked everyone for the productive discussion.

- SUCCESS Update – Erin Chapman, School of Family and Consumer Science, Dan Eveleth, Department of Business, Attach. #2.
Dan briefly reviewed the history of SUCCESS. It started with a call from the President for a working group to come up with initiatives that would have the potential impact of increasing six-year graduation rate from the current one to the average for R1 universities, which is 77%. Based upon an initial round of input from the U of I community, the SUCCESS Team identified three types of initiatives that have been successful at other universities and that build upon our existing strengths: 1) Expand and enhance common experiences; 2) Increased use of evidence-based teaching practices; 3) Provide earlier applied learning opportunities. (Read more at <https://www.uidaho.edu/provost/academic-initiatives/student-success-initiative>.)
At this point in the process, the team is looking for two basic types of information. First: If there was an initiative on, for example, early applied learning opportunities, what form would that take in your unit? Perhaps there are things you're already doing that you would like to expand, or your unit is talking about some new ideas. What are those ideas? What form would they take in your unit? What kind of support would you need to either expand existing initiatives in your unit or develop new ideas? We welcome your feedback. There is a link to a survey in your binder where you could comment on any or all of the three types of initiatives.
Link to Stage 2 Feedback Survey:
https://forms.office.com/pages/responsepage.aspx?id=Y2u8fpJXGUqyCwS4JgSIU5scQ5_mUx5Er_b1revX2YQpUOUFMRTthOVEFaM1RUMFIUREFVTVIWSkdaQS4u&origin=lprLink
Link to tomorrow's campus-wide meeting: <https://uidaho.zoom.us/j/84282522599?from=addon>
Discussion:

A senator asked whether making a first-year experience part of the Gen Ed curriculum was ever considered. Dan replied that they did talk about it. They also discussed the idea of a first-year experience being something that all students would go through rather than a more local one. They settled on the idea of supporting and nurturing the amazing local efforts already going on, so that people could customize them to fit their unique needs.

- Phi Kappa Phi President Search – Dean Panttaja, Vice Provost for Academic Initiatives. Nationally the Chapter was instituted in 1960 as an interdisciplinary honors society. They have over 4 million dollars a year and give out fellowships. We have had 6 students over the last 4 years earn some of those fellowships to go on to our graduate school or other graduate schools. We are requesting senators to get the word out there. We're also looking for people who are willing to serve and run the Chapter, and we will pay for their membership every year that they work as officers. There should be a president, a vice president, and a secretary, but we've managed to just work with the president for the last 15 years. We have till January to get new officers up to speed. It's quite simple, and it's nice to meet these very talented students and share a little time with them and help them apply for these fellowships. Nomination Form can be found at <https://forms.office.com/r/j3BzgtDD0u?origin=lprLink>

- MyUI – Teresa Amos, Director, IT Planning and Initiatives, Office of Information Technology. At OIT, they have been working through some issues with the user experience and logins. Specifically, based on certain browsers, people were being logged out and ended up in a loop. So, we have opted to delay replacing Vandal Web until these problems can be addressed. No new actions have been put in place yet, although there is a variety of new cards that are showing up in MyUI. I would invite everybody to take the opportunity to have a look and play around. Feel free to send us your feedback.

Discussion:

Chair Gauthier mentioned a long list of questions he prepared based on people's concerns. Some of those issues have been out for some time, such as how faculty can be involved in technological choices through some form of shared governance on issues that impact their research and teaching, or AI concerns. Should we reschedule another time after Teresa has prepared to address those questions? Teresa agreed to this course of action.

Discussion:

Chair Gauthier mentioned aspects on the user testing side that need improvement. In his opinion, video tutorials are not helpful.

A senator brought up former questions about new requirements of ticket approval for purchasing common software like Slack and Dropbox and having to get OIT approval before one can get reimbursed for that software through Chrome River. Teresa mentioned some miscommunication problems they are having with Accounts Payable. They are getting those worked out. As for Dropbox or other similar storage mechanisms or locations, there is a concern from a security perspective, because we would be in a situation where we don't know where the university's data is. This could impact our eligibility for Federal grants. But all that information is being put into the broader response to the questions Teresa and Dan received over the weekend from Chair Gauthier. The senator looks forward to a broader discussion.

Provost Lawrence pointed out that we do have an Information Technology committee that's meant to have this type of discussion. I suggest we use these committees. That's why we have them.

Chair Gauthier emphasized the importance of working together and thanked everybody for these important discussions.

New Business:

None.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:46pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

From: [Gauthier, Jean-Marc \(gauthier@uidaho.edu\)](mailto:gauthier@uidaho.edu)
To: [Parker, Christopher \(csparker@uidaho.edu\)](mailto:csparker@uidaho.edu)
Subject: FSM #25 / questions to OIT
Date: Wednesday, March 20, 2024 9:47:44 AM
Attachments: [Outlook-sq3uhyt3.png](#)

From: Gauthier, Jean-Marc (gauthier@uidaho.edu)
Sent: Sunday, March 17, 2024 12:21 PM
To: Amos, Teresa (tamos@uidaho.edu) <tamos@uidaho.edu>
Cc: Lawrence, Torrey (tlawrence@uidaho.edu) <tlawrence@uidaho.edu>; Ewart, Dan (dewart@uidaho.edu) <dewart@uidaho.edu>; Haltinner, Kristin (khaltinner@uidaho.edu) <khaltinner@uidaho.edu>; Sammarruca, Francesca (fsammarr@uidaho.edu) <fsammarr@uidaho.edu>
Subject: FSM #25 / questions to OIT

FYI to Darryl Woolley

Hello Teresa,

Thank you for making time to come speak at FSM. I would like to share the list of questions that you requested about OIT and use of technology. I hope this is helpful for the presentation at FSM on 03/19.

MyUI

What is the best way to access MyUI for employees from the Uoi website?

Is there a direct link on search engines?

How much of the MyUI project is completed?

What is the schedule to shift from Vandal Web to MyUI?

From the OIT website, "Navigation in VandalWeb will be turned off during the Spring Semester, 2024", is mid-semester the best time to make a critical change?

What is the cost involved with shifting to MyUI?

How many people worked on this project?

How many people will maintain MyUI?

Are faculty and students involved with maintenance, revisions and testing revisions of MyUI?

How many people used the MyUI video tutorials?

AI

What is OIT's technology assessment of AI in 2023-24?

What are OIT's recommendations about the use of AI software?

Do you expect an impact on OIT positions in the next two years?

What do you think about AI's level of acceptance in many fields of activity?

How does it influence OIT's choices of equipment or recommendations?

Do you think that AI has or will have an impact on teaching, learning and research?

What is the point of view of OIT on shared AI governance with faculty, teachers and researchers?

Hardware and software

What are the restrictions on

- buying software and hardware for research and/or using grant money?
- buying software and hardware for teaching and/or using departmental budget?
- using small devices such as a Raspberry Pi or Arduino?
- buying hardware and/or equipment from certain companies?

Personal phones

What is the responsibility of a UoI employee using a personal phone loaded with UoI required apps: for example, Teams, Duo?

What is the difference between an UoI employee using his or her personal phone or using a UoI desktop, or using a UoI laptop?

Does OIT collect, receive or use data from UoI employee personal phones? For example, geo-location data.

How does OIT manage the joint use of UoI apps and other apps on personal phones?

Please let me know if you have any questions or feedback.

Thank you again for your time.

Kind regards,

Jean-Marc Gauthier
Associate Professor & Program Director
innovation, storytelling & visualization



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[Follow Jean-Marc's projects on Vimeo](#)





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Faculty Staff Handbook (FSH)

Addition Revision * Deletion* Emergency Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **APM 45.35 – University of Idaho Unmanned Aircraft Systems (“UAS”)**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Originator: Kay Dee Holmes, Assistant Director for Research Integrity, UAS Coordinator

Policy Sponsor, if different from Originator: Arch Harner, Office of Research Assurances Director

Reviewed by General Counsel __xx__ Yes ___No Name & Date: Manisha Wilson 2/29/2024

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
 - Standardized and updated formatting.
 - Clarification on existing requirements.
 - Address policy gaps & remove unnecessary language.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have? None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it. None.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

APM 45.35-- University of Idaho Unmanned Aircraft Systems ("UAS")

Updated: ~~February 1, 2017~~

~~**Preamble:** This policy, and the related policies and procedures described herein, is intended to ensure that the University operates any unmanned aircraft system in the furtherance of its educational, research, and service missions, as well as in compliance with applicable federal and state laws. This policy shall be effective immediately.~~

Contents:

- A. Purpose
- B. Scope
- C. Definitions
- ~~B-D.~~ Policy
- ~~C.~~ Process/Procedure
- ~~D-E.~~ Insurance
- F. UAS Committee Authority & Responsibilities
- G. Vice President of Research Authority & Responsibilities
- H. Contact Information

~~**A. Definitions. Purpose.** This policy ensures that the use of any unmanned aircraft system for University business complies with federal, state, and local rules and regulations.~~

~~**B. Scope.**~~

~~**B-1. Applicable.** This policy applies to University employees, third parties, visitors, and students operating UAS on behalf of the university.~~

~~**B-2. Not Applicable.** This policy does not apply to personal use of UAS by University employees, students, or third parties on University property, including but not limited to recreational or hobby flight of model aircraft. See APM 95.35 and 35.35 for information on personal use of UAS on University property.~~

~~**C. Definitions.**~~

~~**C-1. Certification of Waiver; Certificate of Authorization ("COA")** means a Federal Aviation Administration grant of approval for a specific unmanned aircraft flight operation. Standard use of a UAS under 14 CFR Part 107 does not require a COA.~~

~~**C-2. Civil Operation** means any UAS operation falling outside the scope of a public aircraft operation, such as an operation involving a commercial purpose or an operation involving research or other institutional activity outside the definition of governmental function. *rev. 2-17*~~

~~**C-3. Commercial Purpose** means the transportation of persons or property or other use of UAS for compensation or hire.~~

C-4. Governmental Function means an activity undertaken by a government, such as national defense, intelligence missions, firefighting, search and rescue, law enforcement (including transport of prisoners, detainees, and illegal aliens), aeronautical research, biological or geological resource management.

C-5. Public Operation COA means a COA granted by the FAA for a public aircraft operation. Public aircraft operations are those conducted by a public agency, like the University, in furtherance of a governmental function.

~~A-1. Aircraft~~ means any contrivance invented, used, intended to be used, or designed to navigate, or fly, in the air.

~~A-2~~**C-6. Responsible Party (or Parties)** means a university employee, third party, visitor, or student operating UAS on behalf of the University.

C-7. Unmanned Aircraft System ("UAS") means an aircraft that is operated without the possibility of direct human intervention from within or on the aircraft and associated elements (including communication links and the components that control the unmanned aircraft) that are required for the pilot in command to operate safely and efficiently in the navigable airspace of the United States under the regulatory authority of the Federal Aviation Administration ("FAA").

~~A-3. Certification of Waiver, Certificate of Authorization~~ ("COA") means a Federal Aviation Administration grant of approval for a specific unmanned aircraft flight operation. ~~Standard use of a UAS under the Section 107 does not require a COA. [rev. 2-17]~~

~~A-4. Navigable Airspace~~ means the airspace of the United States above the minimum altitudes of flight prescribed by the regulations of the FAA, including airspace needed to ensure safety in the takeoff and landing of aircraft.

~~A-5. Public Operation COA~~ means a COA grant by the FAA for a public aircraft operation. Public aircraft operations are those conducted by a public agency, like the University, in furtherance of a governmental function.

~~A-6. Governmental Function~~ means an activity undertaken by a government, such as national defense, intelligence missions, firefighting, search and rescue, law enforcement (including transport of prisoners, detainees, and illegal aliens), aeronautical research, biological or geological resource management.

~~A-7. Civil Operation~~ means any UAS operation falling outside the scope of a public aircraft operation, such as an operation involving a commercial purpose or an operation involving research or other institutional activity outside the definition of governmental function. ~~[rev. 2-17]~~

~~AC-8. Commercial Purpose means the transportation of persons or property or other use of UAS for compensation or hire.~~

~~B. VPRED means the university's Policy.~~

~~B-1. Introduction.~~ The University, in carrying out its educational, research, and service missions, may make use of Unmanned Aircraft Systems ("UAS"), more commonly known as "drones," in Navigable Airspace when granted authorization to do so by the FAA. As a "governmental instrumentality for the dissemination of knowledge and learning," the University of Idaho is eligible for Public Operation certificates of waiver or authorization ("COAs") from the FAA that permit the University to fly UASs in the furtherance of a Governmental Function and where use of UAS would otherwise be prohibited under current law. The University has committed to the FAA that it will not use any UAS for purposes that are not Governmental Functions, including but not limited to Commercial Purposes, or for purposes otherwise authorized by the FAA, including but not limited to authorization through a Special Airworthiness Certificate, Experimental Category, or through exceptions that may be granted under Section 333 of the FAA Modernization and Reform Act of 2012 ("Section 333") or through 14 C.F.R. §§107.1 et seq. ("Part 107"). This policy is intended to ensure University compliance with federal and state laws regarding UAS. [rev. 2-17]

~~B-2. Policy.~~ No use of UAS may be undertaken by University faculty, staff, and students, or by third parties (including, but not limited to, consultants or contractors) acting on behalf of the University, without: 1) prior review by the UAS Committee; 2) approval by the Vice President for Research and Economic Development or designee.

~~D. Policy.~~ ("

~~D-1. No indoor or outdoor use of a UAS may be undertaken by a Responsible Party without:~~

~~a. Prior review by the UAS Committee;~~

~~b. Prior approval by the VPRED"); and, if necessary, 3) approval~~

~~c. Approval by the FAA of a COA and/or any other authorizations or exemptions applicable to the University use. [rev. 2-17] as required by FAA regulations.~~

~~Personal D-2. Compliance with FAA Regulations, Laws, and Policies.~~

~~The Responsible Party is personally responsible for complying with FAA regulations, state and federal laws, and University policies with respect to the use of UAS. Any waivers required from the FAA to conduct UAS flights must be obtained by the Responsible Party before flights occur.~~

~~D-3. Drones weighing more Larger than 55 LBSlbs. Use of a drone largerweighing more than 55 lbs at take-off on behalf of the University faculty, staff, students, is not permitted unless the Responsible Party first obtains an~~

~~exception or third parties on authorization from the FAA and receives approval as stated in D-1.~~

E. Insurance.

E-1. Liability insurance required. UAS liability insurance is required before any UAS activity by a Responsible Party may be carried out.

E-2. University property, including but not limited to recreational or hobby flight of model aircraft, is governed by APM 95.35, Personal Use of Unmanned Aircraft Systems on Campus, which prohibits such use on Owned UAS owned by University's. A UAS's owned by the university must be added to the University's insurance coverage via the Risk Management website before any flights are conducted.

E-3. UAS's not owned by University Third Parties. A Responsible Party using a UAS not owned by the University property. *See also* APM 35.35, Public Use and Liabilities must provide proof of insurance coverage that lists the University as a covered party and provides coverage that meets the requirements set by the state of Idaho.

C. Scope of F. UAS Committee at Authority and Responsibility for Review, Approval, and Monitoring of University Use of UAS Responsibilities.

~~C~~

F-1. UAS Committee.

a. The UAS Committee is an ad-hoc committee established by the President, ~~pursuant to FSH 1620B-3,~~ to advise the VPRED, who acts on behalf of the President in matters related to the use of UAS. The Committee ~~will be~~ appointed by and ~~report~~ reports to the VPRED. The UAS Committee is the principal mechanism by which the University ensures that it is meeting its obligations under federal and state law applicable to UAS use and under any COA approved by the FAA and that ethical issues related to UAS use ~~is~~ are given due consideration ~~prior to~~ before use.

b. The UAS Committee may, with the assistance of ORA and subject to approval by the VPRED, develop and implement:

1. ~~C~~ Standard operating procedures for use and operation of UAS;

2. ~~P~~ Procedures for expedited approval of UAS use;

1. ~~P~~ procedures for submission of a proposal to the UAS Committee;

3.

2. ~~P~~ procedures for appeal to the VPRED of any denial of a proposed UAS use by the UAS Committee; and

4.

5. ~~I~~—internal rules and procedures for the operation and administration of the UAS Committee, as may be consistent with this policy.

F-2. UAS pProposed uUse rReviews.

a. Procedures. The UAS Committee will review and make a formal recommendation to the VPRED, ~~or his or her designee,~~ regarding any proposed use of UAS ~~in Navigable Airspace by any members of the University of Idaho community, including faculty, staff, students, or by third parties acting on behalf of the University~~by a Responsible Party. The UAS Committee will consider the legal and ethical issues related to the UAS use and apply relevant law, guidance from federal agencies, etc., in determining whether a proposed use should be recommended to the VPRED for approval. The Committee's review may:

1. ~~—The UAS Committee will determine whether a~~Recommend the proposed use ~~can be recommended for approval by the VPR as described, needs in the application;~~
2. Require modification to ~~be recommended the~~ application/proposed use before recommending it for approval, ~~or by the VPR;~~
3. Recommend that the proposed use should be denied, ~~—; or~~
4. Deny the proposed use. ~~(See subsection section c. below.)~~

b. Approvals. The UAS Committee shall only recommend for approval those uses that it reasonably believes:

1. To be a Governmental Function and therefore eligible for a Public Operations COA;
2. To be within those areas of activity covered by other authorizations or exemptions that may be granted by the FAA to the University for Civil Operations, including Part 107;
3. To be within the Model Aircraft Rule for educational use; or
4. To be covered by an authorization by the FAA for Civil Operations held by a third party, subject to an agreement between the University and third party with respect to such services. ~~[rev. 2-17]~~

c. —Denied uUse by the UAS Committee. The UAS Committee may deny a proposed UAS use on the basis of factors including, but not limited to:

1. The proposed use raises risk or ethical issues;
2. The proposed use constitutes a Commercial Purpose;
3. The proposed use is not a Governmental Function eligible for coverage by a Public Operations COA;
4. The proposed use is not covered by other forms of authorization by the FAA for Civil Operation of UAS; or
5. The proposed use is prohibited by law without written consent of the individual or the owner of a farm, dairy, or

other agricultural industry, and such consent has not ~~and~~/or cannot be obtained.

d. —~~Appeal of UAS Committee d~~Denied ~~u~~Use. If the UAS Committee denies a proposed use, the denial may be appealed, in writing, to the VPRED. Any proposed use which the UAS Committee determines needs modification may be recommended for approval, following completion of any required modifications.

e. —~~Ongoing r~~Review. The UAS Committee, with the assistance of the Office of Research Assurances (~~“ORA”~~), shall provide ongoing review of any use approved by the VPRED and covered by a COA ~~issued~~ or other forms of authorization provided by the FAA. ~~The UAS Committee may, with the assistance of ORA and subject to approval by the VPRED, develop and implement: standard operating procedures for use and operation of UAS; procedures for submission of a proposal to the UAS Committee; procedures for appeal to the VPRED of any denial of a proposed UAS use by the UAS Committee; and internal rules and procedures for the operation and administration of the UAS Committee, as may be consistent with this policy.~~

~~F-3. Termination or Suspension~~Suspension or termination of approvals. The Committee may recommend suspension or termination of any use it deems inconsistent with the use approved by the VPRED ~~and~~/or the requirements of the applicable COA or other authorization granted by the FAA. Authority to suspend or terminate any previously approved use rests solely with the VPRED, ~~or designee~~.

~~C-3.G. Vice President of Research a~~Authority ~~and~~ ~~r~~Responsibilities:

~~G-1. In general.~~ The VPRED is the ~~empowered~~ individual at the University ~~empowered to approve proposed UAS use by Responsible Parties. The UAS Committee is appointed by and reports to the VPRED.~~

~~G-2. UAS u~~Use ~~a~~Approval ~~by~~ VPRED. Any proposed use of UAS recommended for approval by the UAS Committee shall be reviewed by the VPRED, ~~or designee~~, and approved or denied. Only ~~those operations~~UAS use approved by the VPRED may be ~~covered by an application to the FAA, as necessary, and/or~~ undertaken by ~~University personnel, students engaged in coursework, or third parties operating on behalffa~~ Responsible Party. ~~Denials of the University. Only the VPRED, or designee, may submit an application for a Public Operations COA or similar applications to the FAA, after consultation with the Office of General Counsel. [rev. 2-17]~~use by the VPR are final and cannot be appealed.

~~G-3. COA, w~~Waivers or ~~s~~Similar ~~a~~Applications to the FAA. Only the VPRED may apply for a Public Operations COA or similar application after consultation with the Office of General Counsel. In some cases, ~~the Responsible Party may apply for a Public Operations COA or similar application, but only with written approval and authorization from the VPRED.~~

G-4. Suspension or termination of Approvals. The VPRED may, at ~~his~~ ~~or her~~ their sole discretion, suspend or terminate any previous approval of UAS under this policy on the basis that actual use is inconsistent with the previous grant of approval by the VPRED ~~and/~~ or the requirements of an applicable COA.

G-5. Signature authority. Only the VPRED is authorized to sign permits or agreements authorizing UAS usage on university or non-university property. See FSH 3170, B-9.

H. Contact Information. For further information regarding implementation of this policy, ~~you may~~ contact the Office of Research Assurances, the UAS Committee, or visit the University UAS website.

~~Regulations authorizing section 336 has expired, the rules governing this are now section 349 (Exception for limited recreational operations of UAS, aka hobby flights) 14CFR Part 107, with these special exceptions. Now must take training, but no specifics on this, and no test at the end.~~

~~<https://www.federalregister.gov/documents/2019/05/17/2019-10169/exception-for-limited-recreational-operations-of-unmanned-aircraft>~~

~~<https://www.govinfo.gov/content/pkg/CFR-2020-title14-vol2/xml/CFR-2020-title14-vol2-part107.xml>~~

~~107 allows our employees to fly in class g airspace~~

~~349 allows students to fly in class g airspace — personal pleasure (not this APM) for educational purposes they would be this APM~~



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **APM 20.60 UNRELATED BUSINESS INCOME TAX**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Amanda Bauer, Controller

Policy sponsor, if different from originator: Brian Foisy, VPFA

Reviewed by General Counsel: __Yes __No Name & Date:

Comprehensive review? __X Yes __No Patrick Grace, 2/21/24

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Comprehensive review; addition of purpose and scope sections.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

None

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

Immediate

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

20.60 - Unrelated Business Income ~~Tax~~ (TaxUBIT)

Owner:

*—~~Email:~~ controller@uidaho.edu

Last ~~reviewed/updated:~~ ~~March 31, 2015~~ ~~February 14, 2024~~ ~~March 5, 2024~~

~~Preamble:~~ Some university revenue producing activities may result in unrelated business income as defined by the Internal Revenue Service (IRS). Generally this will involve funds derived from a university business activity that is not substantially related to the university's exempt purposes of instruction, research and extension.

~~A. Purpose:~~ This policy addresses the requirement for the University of Idaho to report and manage unrelated business income as defined by the Internal Revenue Service (IRS), ensuring compliance with tax regulations and accurate reporting of revenue generated from activities not substantially related to the University's exempt purposes.

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~~B. Scope:~~ This policy applies to all University uUnits engaged in revenue-producing activities that may result in unrelated business income, as well as personnel responsible for financial management and reporting within those uUnits.

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~~C. Definitions:~~ None required.

~~BDC. Policy:~~ The University is required to file an annual tax return to the IRS and the State of Idaho reporting all unrelated business income, and thus an annual review of all revenue generated by University uUnits must be done in order to ensure accurate reporting. To the extent an activity results in tax to the University, the uUnits generating taxable revenue are responsible for the payment of any tax due.

~~CDE. Process/Procedure:~~ ~~General Accounting has a questionnaire that is used to make a determination as to the status of income derived from each activity.~~ Prior to engaging in any new income producing activity, uUnits are required to complete ~~the~~ questionnaire ~~provided by~~ General Accounting ~~has a questionnaire that is used to make a determination as to the status of~~ ~~income derived from each activity.~~ General Accounting may also require uUnits to update the questionnaire information for existing activities. The questionnaire is ~~provided by~~ ~~available~~ at General Accounting.

A spreadsheet will be sent out annually to all uUnits requiring them to review all revenue to determine if it is related or not to the exempt purpose of the university. The spreadsheet is to be filled out by department personnel and returned to ~~G~~general ~~A~~ccounting by the stated deadline.

~~DDE. Contact i~~nformation: Questions regarding unrelated business income should be directed to General Accounting at gnrlacctg@uidaho.edu.

~~G. Forms:~~ None required.

~~H. Related Policies:~~ N/A



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

X Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **APM 35.66 LABORATORY DECOMMISSIONING**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Policy originator: Samir Shahat, Executive Director, Environmental Health and Safety

Policy sponsor, if different from originator: Brian Foisy, VPFA

Reviewed by General Counsel: Yes No Name & Date: Manisha Wilson, 3/22/24

Comprehensive review? Yes No

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
This policy was developed in collaboration with the Office of Research Assurances. It provides requirements for the removal of hazardous materials and equipment from laboratory spaces when the Principal Investigator (PI) or laboratory supervisor is leaving the University of Idaho, moving to another campus building, relocating to another laboratory within the same building, or disposing of or transferring laboratory equipment that is no longer needed. This policy also applies to the removal of all hazardous materials and equipment from laboratory spaces prior to a renovation.
- 2. Fiscal Impact:** What fiscal impact, if any, will this change have?
None.
- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
None.
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.
Immediate.

APM 35.66

Laboratory Decommissioning

A. Purpose. This policy provides requirements for the removal of hazardous materials and equipment from laboratory spaces when the Principal Investigator (PI) or laboratory supervisor is leaving the University of Idaho, moving to another campus building, relocating to another laboratory within the same building, or disposing of or transferring laboratory equipment that is no longer needed. This policy also applies to the removal of all hazardous materials and equipment from laboratory spaces prior to a renovation.

B. Scope. This policy applies to all laboratories and laboratory equipment that are part of the University of Idaho, including all teaching laboratories, research laboratories, and auxiliary spaces serving as laboratories. Management of laboratory hazardous waste and biohazards is within the scope of APM sections 35.01, 35.11, 35.40, and 45.20.

C. Policy

C-1. Disposition of materials and sharps. All chemicals, radioactive, and biological materials must be disposed of or their ownership transferred; hazardous wastes, sharps, and other wastes must be submitted to EHS for disposal in an appropriate manner before a laboratory is vacated.

C-2. Surfaces and storage locations. Laboratory work surfaces and storage locations for all hazardous materials must be thoroughly cleaned and decontaminated before a laboratory is vacated.

C-3. Laboratory equipment. All laboratory equipment must be thoroughly cleaned and decontaminated before removal from service, placing back into service, transporting to another location, storing in another location, or disposing of in a proper manner.

D. Procedure

D-1. Department chair. The department chair must notify Environmental Health and Safety when a PI plans to vacate a laboratory, ensure PIs are aware of and follow procedures defined in this policy, and pay for all costs associated with the proper disposal or decontamination of hazardous materials or equipment remaining in the laboratory after the PI leaves the university (hazardous waste, unknowns, expired chemicals, equipment, etc.).

D-2. Principal Investigator. The PI is responsible for the following:

- a.** Notify EHS of the plan to vacate the laboratory at least four weeks in advance and begin review of applicable items from the [Laboratory Decommissioning Procedure and Checklist](#) or the [Laboratory Equipment Decontamination Form](#).

- b. Arrange for the transfer or disposal of all chemicals, radioactive materials, and biological materials prior to leaving the University of Idaho.
- c. Ensure all hazardous waste has been submitted for pickup and removed by EHS before leaving the University of Idaho.
- d. Ensure all laboratory rooms, storage areas, equipment, and work surfaces are thoroughly cleaned and decontaminated before vacating the assigned lab space.
- e. Ensure all laboratory equipment slated for removal has been decontaminated and has a completed and signed Laboratory Equipment Decontamination Form.
- f. Correct any nonconformance after an EHS decommissioning inspection.

D-3. Environmental Health and Safety. EHS is responsible for the following:

- a. Provide guidance to lab personnel on how to perform activities listed on the Laboratory Decommissioning Procedure and Checklist.
- b. Provide guidance on proper methods or procedures for decontamination of lab equipment listed on the Laboratory Equipment Decontamination Form.
- c. Collect all submitted hazardous chemical waste.
- d. Perform a laboratory decommissioning inspection when applicable activities described in the Laboratory Decommissioning Procedure Checklist have been completed by the PI, notify the PI and department chair of any findings, and identify any potential nonstandard costs for review and determination by Vice President of Research, Vice President of Finance and Office of Research Assurances.

E. Nonstandard cost recovery

E-1. Department responsibility. The responsibilities and procedures mandated above should be managed within normal office operations and existing budgets because the PI is familiar with the area or materials and can thus partner with EHS for timely and cost-effective assistance. Current procedures on how to identify, manage and request disposal of hazardous wastes prior to decommissioning can be found at the [Environmental Health and Safety website](#). Should decommissioning result in nonstandard costs, the department is solely responsible for the cost of remediation. Nonstandard costs are those that arise due to the specific nature of the waste or failure of the PI or laboratory supervisor to correctly and timely identify, manage, and request disposal of hazardous wastes prior to decommissioning. Whether an identified cost is nonstandard will be jointly determined by the Vice President of Research and Vice President of Finance in consultation with Environmental Health and Safety and the Office of Research Assurances.

E-2. Funding source identification. EHS will provide an estimate of nonstandard costs to the department. Within 10 business days, the department must identify to EHS a funding source. EHS will then engage the appropriate services.

E-3. Discretionary loan. The department's parent college may petition the Vice President of Research to grant a loan from the Office of Research to the department for all or some of the costs. If granted, the Office of Research will withhold all F&A recovery from the college until the loan is repaid from withheld F&A recovery. Additional loan terms may be negotiated between the college and the VPR. These terms may include, but are not limited to, suspension of proposal submissions by the involved college, loan interest, etc.



TO: Faculty Senate

FROM: Jean-Marc Gauthier, Chair
Kristin Haltinner, Vice Chair
Francesca Sammaruca, Faculty Secretary
Torrey Lawrence, Provost & Exec. Vice President
Dean Kahler, Vice Provost for Strategic Enrollment Management

DATE: March 25, 2024

SUBJECT: Admissions Criteria for Summer 2025 and Beyond

The university's admissions criteria have been operating on emergency actions that began during the Covid-19 pandemic. This was a result of standardized test scores not being available and changes to high school grading during the pandemic.

On the surface, admissions criteria may appear to be a simple topic, but it is very complex. This is a critical decision that has great impact on student achievement (including retention, graduation, student debt, etc.) as well as the university's enrollment.

We have three possible paths to consider:

1. Take no action – the emergency action will expire, and we will revert to the 2019-2020 criteria contained in the [catalog](#).
2. Approve new criteria – these criteria would replace the 2019-2020 criteria and go into effect as a permanent change.
3. Continue another one-year emergency action and delay a more permanent decision until the 2024-25 academic year.

Context and Assumptions

- Criteria should reflect our mission as a public, land-grant university which includes educating the working classes to receive a liberal (i.e., broad), practical education. This is a mission of access as we serve the State of Idaho and students from other locations.
- All criteria have limitations so there is no simple or obvious solution. Significant research in recent years about the “best predictor” for student success centers on GPA as the strongest overall criteria indicating a longer trajectory of student activity, effort, and achievement (e.g., Sawyer 2013); however, GPA is not standardized. Standardized tests provide a comparable assessment of aptitude but there is broad concern for bias (e.g., Carnevale et al 2019).
- We should consider all the possible impacts from criteria, including:
 - Student success: Are we admitting students who are not reasonably likely to succeed? Are we rejecting students who are reasonably likely to succeed?
 - GPA: What did we learn during the last three years of admitting students with 2.60+ which was different than the pre-2020 criteria?
 - What did we learn during the last three years of admitting students with no standardized test score?
 - What does the data show about pre-2020 admissions vs. admissions under the emergency criteria?

- We need to avoid any “try it for a year” approaches. It takes years for HS counselors to understand changes to admissions criteria. Any “trial year” has implications for longer than one year – it will impact university enrollment for 4+ years as the cohort class progresses through its degree.

Authority

Faculty

According to *FSH 1520 Constitution of the University Faculty* the admission criteria are established by the university faculty:

ARTICLE IV--RESPONSIBILITIES OF THE UNIVERSITY FACULTY...

Section 1. Standards for Admission. The university faculty establishes minimum standards for admission to the university. Supplementary standards for admission to individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty.

See also *FSH 4120 E-3 Other catalog changes*. *Noncurricular catalog changes may be submitted directly to the most relevant standing committee of the university faculty and require approval by Faculty Senate and the university faculty before being forwarded to the provost for approval.*

University Curriculum Committee (UCC) (FSH 1640.91)

A. FUNCTION

A-1. To act on catalog changes involving the curriculum, including changes in the general requirements and academic procedures, and to coordinate curricular matters among UI’s major academic divisions.

A-2. To recommend policies and procedures concerning the matriculation, advising, and registration of students.

University Admissions Committee (FSH 1640.08)

A. FUNCTION. To act on applications for admission to UI in the cases of undergraduate applicants who do not meet minimum requirements for admission but who request a review. The Admissions Committee also evaluates and acts on applications of undergraduate students to special UI programs requiring minimum qualifications lower than those for regular admission to the University of Idaho. The Admissions Committee also hears appeals from disenrollment when that disenrollment is the result of the presentation of incomplete or false information on initial application as an undergraduate at UI. Decisions of this committee may be appealed as stated in 2500. (Similar applications for admission to the College of Graduate Studies are acted on by the Graduate Council, and its decisions may be appealed as stated in 2500; those for admission to the College of Law are acted on by that college’s Committee on Admissions, and its decisions may be appealed, in order, to the full faculty of the college and, when they consent to hear the appeal, to the president of the university and the regents.)

Process

Once a decision is made about which way to proceed, any required changes to the Catalog will be drafted and presented to Faculty Senate. Note: admissions criteria are part of the University Catalog. Catalog changes follow [FSH 4120](#) which is different from changes to FSH itself.

History

There have been significant changes in our criteria in recent years due to the pandemic, test score availability, high school grading changes as a result of the pandemic. In addition, there is significant public debate about the value of certain tools to predict college success, especially standardized test scores (e.g. GPA, SAT, ACT, etc.).

July 2016 to Fall 2020 Admission Requirements

For many years prior, the university admitted students based on a sliding scale relating two required elements – GPA and test score (SAT or ACT). The criteria details are listed below in UCC’s proposal.

June 2020

The Covid-19 pandemic significantly impacted high school grades from Spring 2020 semester as well as standardized test availability. Faculty Senate Leadership supports the following proposal that adjusts admissions policies for the Fall 2021 admission cycle only. Admissions requirements will revert to previous policy for the Fall 2022 admission cycle. To accommodate the irregularities in spring 2020 high school grading practices and changes to the College Board’s standardized testing schedule, we propose the following for the Apply Idaho program for the Fall 2021 class only:

- The U of I will allow the use of 5th semester high school grades instead of 6th semester in the admission consideration (assuming the 5th semester GPA is cumulative), and
- The U of I make an admission decision based upon GPA only where a test score is not available (be “test optional”), and
- Establish a minimum high school GPA of 2.60 for admission.
- Under this accommodation, the U of I would not require a standardized test for admission but would require a placement test score prior to registration for the fall 2021 semester.
- Students whose GPA is below 2.6 will apply through the appeals process administered by the Admissions Committee.

April 2021

Faculty Senate requests the President to implement emergency policy again for Fall 2022 (Barb Kirchmeier, senate chair).

October 2021

UCC examined standardized test requirement for admissions. Jim Connors recommended a senate committee be created to examine the policy.

April 2022

Faculty Senate requests the President to implement emergency policy again for Fall 2023, Spring and Summer 2024 (Russ Meeuf, senate chair)

March 2023

Faculty Senate requests the President to implement emergency policy again for Fall 2024, Spring and Summer 2025. (Kelly Quinnett, senate chair)

Complicating Factors

SBOE Direct Admission process

Under the Apply Idaho - [Next Steps](#) initiative the Idaho State Board of Education screens Idaho high school seniors and shares that contact information with two-year and four-year colleges in the early fall of their senior year. The students are informed they are admissible to the two-year or four-year schools and that they can expect to hear from the colleges. The contact information of those students who meet established benchmarks to be admitted to a four-year college are provided to the U of I. We then communicate with student to share they are admissible to the university. They are invited to complete the application process to the U of I.

ISAT Test

This is a standardized test required of all Idaho high school students. It was recently moved from the 10th to 11th grade. We believe use of the ISAT should be considered in future years after data is available to compare multiple years of 11th grade tests against college success metrics.

Transfer Student Admissions

Criteria for transfer students have not changed and all proposals assume continuation.

Vandal Gateway Program (VGP)

VGP is currently in its second year of a three-year pilot. Evaluation of the program will be done after data of third year data is available (fall 2024 or early spring 2025). Admissions criteria for Summer 2025 and beyond are needed now so the program does not automatically cease prior to consideration of the pilot's results.

Proposals

#1 Recommendation from University Curriculum Committee

UCC recommends reverting to previous admission criteria. This criteria was used from July 2016 to Fall 2020. It is a sliding scale relating two required elements – GPA and test score (SAT or ACT).

| High School Cumulative GPA (Unweighted) | *ACT Composite | *SAT Critical Reading + Math (SAT Taken Prior to March 2016) | *SAT Evidence Based Reading & Writing + Math (SAT Taken March 2016 and After) |
|---|----------------|--|---|
| 3.00-4.00 | Any Test Score | Any Test Score [required] | Any Test Score [required] |
| 2.60-2.99 | 15 - 36 | 740 - 1600 | 830 - 1600 |
| 2.50-2.59 | 17 - 36 | 830 - 1600 | 910 - 1600 |
| 2.40-2.49 | 19 - 36 | 910 - 1600 | 990 - 1600 |
| 2.30-2.39 | 21 - 36 | 990 - 1600 | 1070 -1600 |
| 2.20-2.29 | 23 - 36 | 1070 -1600 | 1140 -1600 |

Notes:

- Either the SAT or ACT are required for all students. During the previous period, the SAT was required for all high school students in Idaho so it was not a barrier for admission. This is no longer true so keeping this criteria may decrease future enrollment. Our Fall 2023 entering class included **720 students** without a SAT/ACT score.
- Writing/Essay component is not required for admission
- The third column “SAT Taken Prior to March 2016” is rarely used and is outdated.
- Students may be automatically admitted down to a 2.20 GPA if their test scores are high enough.
- It does not account for admission to the Vandal Gateway Program currently serving students in the 2.30-2.59 GPA range. Students who do not meet these criteria would need to appeal via the UAC appeal process.
- Reverting to the above criteria would have decreased the number of admitted students from 9,579 to 5,650 (decrease of 3,929 admits) from 11,762 applicants in Fall 2023. (Again, this is not a perfect comparison given the number of students who didn't submit test scores.)

#2 Recommendation of Faculty Senate Leadership, Provost, and Vice Provost for SEM

We recommend new criteria that has a higher GPA range than UCC's recommendation and incorporates the test optional component for people with a GPA over 2.8.

- Criteria
 - GPA 2.80-4.00: Automatic admission without any test score
 - GPA 2.60-2.79: Automatic admission with SAT 830+/ACT 15+
 - GPA 2.30-2.59: Automatic admission to VGP (current criteria)
 - GPA 0.00-2.29: Admission via UAC appeal process

- Notes
 - This proposal allows us to use the same admission criteria for students across all states (i.e., not ISAT dependent)
 - The SAT and ACT requirements for GPA 2.60-2.79 are the same as the pre-2020 criteria for 2.60-2.99.
 - We do not have robust data for Idaho's new ISAT exam. We may consider this as a suitable alternative for SAT/ACT requirements in future years.
 - We believe this criteria may align with admission criteria of Boise State University which allows OSBE to manage direct admissions for Idaho students to both universities in the same manner.
 - When we apply this criterion to the Fall 2023 applicant pool we would admit 9,310 of the 11,762 applicants compared to the 9,579 actually admitted (269 fewer admits).
 - The UAC process continues as it does today.

#3 Alternate Recommendation of Faculty Senate Leadership, Provost, and Vice Provost for SEM

If a permanent solution is not found in the near future, we recommend that Senate asks President Green to continue the current emergency action criteria.

- Criteria
 - GPA 2.60-4.00: Automatic admission without any test score
 - GPA 2.30-2.59: Automatic admission to VGP without any test score
 - GPA 0.00-2.29: Admission via UAC appeal process to VGP
- Notes
 - The data shown to senate previously show no significant drop in student success with the use of these metrics.

Other Information

Reverting to pre-Covid admissions requirements would result in a significant loss in admittance and enrollment. A decrease of this magnitude could have significant negative implications for the university. (Again, this is not a perfect comparison. Test scores were optional and therefore some additional students may have been admitted if they had taken and submitted test scores. It is the best information we have.)

Admittance Rates

- This Fall 2023 we admitted 9579 students or 81% of the 11,762 that applied.
- If we reverted to the pre-Covid criteria and applied that to the Fall 2023 applicants, we would have admitted 5650 students or 48% of the 11,762. We would have admitted 3,929 less students than we did this year.
- If we apply the recommendation by FSL and the Provost's Office (above) to the Fall 2023 applicant pool, we would have admitted 9310 students or 79% of the applicants. We would have admitted 269 less applicants than we did this year.

Enrollment Rates

- In Fall 2023 we enrolled 1837 students
- If we reverted to the pre-Covid criteria and applied that to the Fall 2023 applicants, we would have enrolled 779 fewer students.

- If we apply the recommendation by FSL and the Provost's Office (above) to the Fall 2023 applicant pool, we would have enrolled 115 fewer students.

Conclusion

We believe recommendation #2 strikes the proper balance of access and reliability for student success allowing UI to fulfill its mission as a public, land-grant institution and recommend faculty senate vote to implement it for the 2024-25 academic year.

2023 – 2024 Faculty Senate – Pending ApprovalMeeting # 27

Tuesday, April 2, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Maas, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Pimentel, Ramirez, Raney, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Thaxton, Tibbals.

Absent: Blevins, Miller, Mischel.

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #26, March 26, 2024, were approved as distributed.

Chair's Report:

- Important reminder: Senators whose terms end in 2023-24 should ask their units/colleges to conduct elections for AY 24-25 Senate seats. Nominations and elections of officers will take place on 4/23/2024 and 4/30/2024, respectively.
- Artificial Intelligence.
 - The AI steering Team is planning to organize a symposium in the Fall.
 - The AI and Machine Learning Task Force is focusing on AI literacy. They launched an exhibition this week presented in the ISUB.
 - The AI Working Group is proposing new courses which include a 200-level course, “AI for All of Us”, PHIL 361 (a course about AI ethics), and a 400 level Computer Science course.
 - Some ideas shared among the groups: AI is present in all domains of activity and grows at a speed never seen before, AI's impact on society can be compared to the impact of the internet 25 years ago. AI is mainly driven by the technology industry – hardware and software – and not by traditional academic research.

Provost's Report:

- Vandal Giving Day is today and goes on for 1,189 minutes (about 20 hours). For more information, visit <https://vandalsgive.uidaho.edu/giving-day/80574>.
- Dr. Patrice Buckner Jackson's workshop: “Disrupting Burnout,” is tomorrow at 1:30-3:00 pm, Whitewater/Clearwater, ISUB. <https://uidaho.edu/events?trumbaEmbed=view%3Devent%26eventid%3D173916644>.
- University of Phoenix: The legislative solution proposed by the Senate to address some of the concerns from the House failed on the floor last week. As President Green communicated on Friday, they are looking at options.
- Updates on legislation impacting U of I will be communicated soon.

Discussion:

A senator asked about the costs already incurred towards the Phoenix transaction, about \$11M, if the deal falls through. Provost Lawrence said that those costs have been paid as negotiations moved along, through reserves. If the transaction does not close and costs are not reimbursed, it will take

longer to reach the State Board reserve requirements. The Provost reiterated that they are still trying to find a path. The Phoenix affiliation is not a closed matter.

Committee Reports:

- Proposed changes to the Faculty and Staff Handbook (voting)
 - FSH 3440 Compensation of Classified Employees – Brandi Terwilliger, Director of Human Resources, Attach. #2.
With the establishment of a market-based compensation system, this revision is necessary to replace the previous language based on the previous pay grade system. The primary compensation principles remain unchanged.
Discussion:
In response to a question, Brandi said that the revised policy has already gone through Staff Council.
Vote: 21/22 yes; 1/22 no. Motion passes.
 - FSH 3420 Faculty Salaries – Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #3, to be voted together with FSH 4620 Academic Calendars, Attach. #5.
FSH 3420 Section E, detailing period of obligation and payroll schedule, has been added to align with the deferred pay scheme.
No questions.
Vote: 21/21 yes. Motion passes.
 - FSH 3120 Faculty Obligations During Period of Appointment – Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #4.
Section D-2 has been revised to clarify work and pay schedule for academic year appointments. Sections D-4 has been expanded and revised to clarify summer session obligations of faculty with academic year appointments. Summer contracts can only be issued if the work is for 10 hours or more. The committee wanted to codify that AY faculty asked to do at least 10 h work in the summer need to get a contract for it.
Discussion:
Senators noted that some university-level committees meet during the summer. Will this revised policy impact their ability to hold hearings during the summer, and potentially the make-up of those committees? Alistair explained that the spirit of the revisions is to codify what's required and what's optional. People can still volunteer to work without compensation for more than 10 hours.
The discussion moved to summer teaching appointments, in particular the statement that those "*...do not count toward promotion and tenure considerations.*" Some senators argued that most faculty do research over the summer, which is recognized at P&T – why not teaching? Different points of view were advanced, such as that summer teaching is entirely optional, and only what's in the faculty's PD is considered towards P&T. Alistair noted that the statement under discussion was there prior to FAC's revisions and was not one of the committee's major concerns. Perhaps this is something to reconsider later.
Vote: 18/19 yes; 1/19 no. Motion passes.
- Proposed changes to the University Catalog (voting)
 - UCC 536 Bioinformatics – Tanya Miura, College of Sciences Attach. #6.

We are proposing to add a BS degree in Bioinformatics to complement existing degrees in Biological Sciences at U of I (Biology, Biochemistry, Microbiology, Medical Sciences). This addition will give students the opportunity for coursework and training relevant to modern fields and careers in biology and medicine. The university has a wealth of world-class faculty with expertise in bioinformatics, especially in evolutionary and computational biology, that will contribute courses to the degree. U of I has excellent MS and PhD programs in Bioinformatics and Computational Biology (BCB) and is developing a non-thesis MS program in BCB. A BS degree in bioinformatics will prepare students well for these graduate programs and will serve as a foundation for a future 4 +1 MS degree in BCB. The BCB graduate programs are housed in the College of Science, and most faculty participants in BCB are faculty in the Department of Biological Sciences, thus we have unparalleled expertise to offer a rigorous bachelor's degree in bioinformatics. The curriculum consists of courses offered in Biological Sciences, Mathematics and Statistical Sciences, and Computer Science at U of I, thus will minimally affect current faculty workloads. The degree will be administered by the Department of Biological Sciences, which has adequate staff to support the degree program and additional students.

Discussion:

There was a brief discussion to clarify how the total number of credits for both of the proposed four-year plans added up to 120. The plan that doesn't require ENG 101 and MATH 143 has more electives.

Vote: 19/19 yes. Motion passes.

- UCC 541 Design for Inclusion and Well-Being Undergraduate Academic Certificate - Rula Awwad-Rafferty, C Chair of Design and Environments Department and professor of Interior Architecture & Design. Attach. #7

The Department of Design and Environments-Interior Architecture & Design program at the University of Idaho proposes to offer an academic certificate in "Design for Inclusion and Wellbeing." The certificate program provides an avenue for students, professionals, and community members to obtain relevant, university-centered training and learning through classroom, workshop, lectures, site visits, and service-learning formats related to access and inclusion, wellbeing, sustainability, and resilience, and capacity building in the built environment. The program requires the completion of 12 credits of study; courses are already part of the BIAD degree, focusing on academic explorations in foundational and advanced topics in social and environmental responsibility, access and inclusion- universal design, materials, and specification, well standards, spatial agency, and area of hands-on application. The courses provide both an academic exploration component and an application component. The participants conclude in the seminar course with a research project they tailor to their specific field of study or interest in relation to the design for inclusion and well-being while acquiring skills and knowledge applicable to any workplace environment. The participants enter their research projects at the University of Idaho Undergraduate Research Expo, culminating in their on-campus capacity building and certificate work. The certificate acknowledges competency in understanding a broad range of diverse social and environmental issues that facilitate and impact inclusion and wellbeing in the built environment and an ability to apply that understanding to the workplace and in social life.

There were no questions.

Vote: 17/18 yes; 1/18 no. Motion passes.

- UCC 113 Update Regulation O-1 – Dean Kahler Vice Provost for Strategic Enrollment Management, Jerry McMurtry, Dean, College of Graduate Studies Attach. #8
Request updating regulation to consider undergrad students "full time" if they are carrying 6 or more credits during the summer session. This will allow international students to attend classes during the summer session. Also addressing summer credits for the College of Law and College of Graduate Studies.
Discussion:
A few questions followed. Jerry clarified that these revisions do not impact financial aid. They have been worked out with the Registrar and IPO. This policy will benefit programs that prefer to have their students come in the summer and start some field work/research.
Vote: 18/18 yes. Motion passes.

- UCC 112 O-10-b Regulation Edit for College of Law Certificates – David Pimentel, College of Law. Attach. #9
This catalog regulation language edit (see attached document for details) clarifies the grade policy for graduate law certificates.
There were no questions.
Vote: 19/19 yes. Motion passes.

- Admission Standards – Jean-Marc Gauthier, Faculty Senate Chair
Chair Gauthier summarized the current status and opened the floor for discussion.
Discussion:
Financial impact projections requested by a senator last week are not available. Dean Kahler needs to review the data from Wes McClintick, but he is traveling. The UCC analysis, supported by IR and Wes, showed minimal to no impact on enrollment. Provost Lawrence pointed to the draft of a State Board policy in attachment #10, in particular section **2.a**. Direct Admission. The other seven institutions in the state support the draft. The State Board is not open to another level of standards for direct admission and, therefore, if section **2.a** passes, these will be the state minimums for direct admission that we must meet or exceed. We should know more on Thursday, after the meeting of the IRSA subcommittee. SBOE staff have offered to give a presentation on the ISAT, which would be of interest to Faculty Senate and UCC. Along with the admission criteria, we need to consider VGP, because, depending on how we move forward, that program may be impacted. We should ask UCC to include VGP in their recommendation to Faculty Senate.
Motion (Mittelsteadt, Tibbals) to:
 - Return the item to UCC for reconsideration due to new information from SBOE.
 - Ask UCC to provide a proposed redline document for the catalog change.
 - Provide the rationale concerning how they came to their recommendation.
 - Ask UCC to make a recommendation about VGP admission criteria.Vote: 18/18 yes. Motion passes.

Announcements and Communications:

- Distinguished Scholarships Program (DSP) – Dilshani Sarathchandra, Associate Professor of Sociology and Sandra Reineke, Associate Professor of Political Science.

Sandra introduced the DSP, which is housed in the U of I Honors program. The DSP primarily covers undergraduate opportunities, except that they also sometimes advise students about the National Science Foundation Graduate Research Fellowship program. At many universities, similar programs are referred to as nationally competitive scholarships. Distinguished scholarships are mostly opportunities for UG students to apply for scholarships and fellowships, including undergraduate research opportunities. The funds for those experiences come from various sources, such as federal agencies or private donors. It's open to any U of I student. Eligibility requirements and the amount of money that students receive vary across programs. Oftentimes, programs also require endorsement of an applicant. Sandra presented a selection of the awards over the last five years received by University Idaho students. DSP services include recruiting prospective students to the to the University of Idaho, delivery of information for students who are here, mentoring the students who are applying and assisting them with their application process, and the promotion and publicizing of the awardees. DSP promotes participation in high impact practices. Many selective institutions participate in this. Students also go abroad and, thus, gain international experience and network with future leaders of the country globally and internationally. It's a huge recognition, and the process is highly competitive.

Contact: dsp@uidaho.edu ; www.uidaho.edu/academics/honors/scholarships

For more information, see the presentation slides attached to these minutes.

Adjournment:

The agenda not being completed, the Chair entertained a motion to adjourn. So moved (Tibbals, Mittelsteadt). The meeting was adjourned at 5:03pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #27

Tuesday, April 2, 2024 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #26 March 26, 2024 **Attach. #1**
- III. Chair's Report
 - AI Initiatives
 - Nomination/election of new Senators from their respective colleges. April 23rd
Nomination of Chair and Vice Chair of Faculty Senate. April 30th Election of new officers.
- V. Provost's Report
- VI. Committee Reports (voting)
 - Proposed changes to the Faculty Staff Handbook (voting)
 - FSH 3440 Compensation of Classified Employees – Brandi Terwilliger, Director of Human Resources **Attach. #2**
 - FSH 3420 Faculty Salaries – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #3**
 - FSH 3120 Faculty Obligations During Period of Appointment – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #4**
 - FSH 4620 Academic Calendars – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #5**
 - Proposed changes to the University Catalog (voting)
 - UCC 536 Bioinformatics – Tanya Miura, College of Sciences **Attach. #6**
 - UCC 541 Design for Inclusion and Well-Being Undergraduate Academic Certificate – Rula Awwad-Rafferty, Center for the Excellence in Teaching and Learning **Attach. #7**
 - UCC 113 Update Regulation O-1 – Dean Kahler Vice Provost for Strategic Enrollment Management, Jerry McMurtry, Dean, College of Graduate Studies **Attach. #8**
 - UCC 112 O-10-b Regulation Edit for College of Law Certificates – Jerry Long, College of Law **Attach. #9**
 - Admission Standards: Continuing the discussion tabled on 03/26/24 – Jean-Marc Gauthier, Faculty Senate Chair **Attach. #10**
- VII. Announcements and Communications
 - Distinguished Scholars Program – Dilshani Sarathchandra, Associate Professor of Sociology and Sandra Reineke, Professor of Political Science
 - Dependent Benefit Task Force Update – Kristin Haltinner, Vice Chair of Faculty Senate
- VIII. New Business

IX. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #26 March 26, 2024
- **Attach. #2** FSH 3440
- **Attach. #3** FSH 3420
- **Attach. #4** FSH 3120
- **Attach. #5** FSH 4620
- **Attach. #6** UCC 536
- **Attach. #7** UCC 541
- **Attach. #8** UCC 113
- **Attach. #9** UCC 112
- **Attach. #10** Admission Standards

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 26

Tuesday, March 26, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Pimentel, Ramirez, Raney, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Thaxton, Tibbals.

Absent: Maas (excused), Miller, Mischel.

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #25, March 19, 2024, were approved as distributed.

Chair's Report:

- Important reminder: Senators whose terms end in 2023-24 should ask their units/colleges to conduct elections for AY 24-25 Senate seats.
- Apologies for the communication glitch about admissions. Regarding the data that was shared with you, please be assured that the data was shared at the time it was available.

Provost's Report:

- Two searches are in progress.
 - Last week, we had two candidates for the position of Dean of the College of Law, and two more will visit this week . The schedules can be found at <https://www.uidaho.edu/provost/administrative-searches> .We encourage people to participate. After our last interview, we will ask for people's feedback.
 - The other search is for a new director of General Education. Dean Panttaja has been in that role for quite some time and he's going to step down. Please share this information with your colleagues. <https://www.uidaho.edu/provost/administrative-searches>
- University of Phoenix: Addressing a previous question from Steve Shook, the Provost pointed to the University of Phoenix website: The University of Phoenix transaction requires a conduit issuer, and as such, we approached a number of different national conduits. Arizona Industrial Development Authority (AzIDA) is a conduit issuer of municipal revenue bonds with the ability to assist private and public borrowers across the country. National Finance Authority (NFA) in New Hampshire is also a conduit issuer. While AzIDA declined to participate, NFA agreed to participate in the financing. The AzIDA decision has no impact on our transaction.
- A Senate Bill regarding the University of Phoenix passed the Senate State Affairs Committee this morning. See <https://legislature.idaho.gov/sessioninfo/2024/legislation/S1450/>. The Provost will provide an update next week.

Discussion:

A senator inquired about an article in the Idaho Education News, which reported that the Alumni Association was asked by the President to hire a lobbyist. They noted that the university is not allowed to hire lobbyists. Provost Lawrence replied that the Alumni Association can do so, and it's common.

Committee Reports:

- Proposed changes to the Administrative Procedures Manual (non-voting)
 - APM 45.35 - University of Idaho Unmanned Aircraft Systems (“UAS”) – Kay Dee Holmes, Assistant Director, Research Integrity, Office of Research Assurances, Attach. #2
Standardized and updated formatting; Clarification on existing requirements; Address policy gaps & remove unnecessary language.
Discussion:
In response to a question from Chair Gauthier, Kay Dee Holmes confirmed that the policy applies only to UAS used for university business.
 - APM 20.60 - Unrelated Business Income Tax – Amanda Bauer, Controller, Ali Pearce, General Accounting Manager, Attach. #3
Describe other UI policies or procedures related to or like this proposed change, or that will be impacted by it.
There were no questions.
 - APM 35.66 - Laboratory Decommissioning – Samir Shahat, Executive Director, University Safety Officer, Radiation Safety Officer, Arch Harner, Assistant Vice President for Research Administration, Office of Research and Economic Development, Russell McClanahan, Biosafety and IRIC Facility Manager, Office of Research Assurances Attach. #4
This policy was developed in collaboration with the Office of Research Assurances. It provides requirements for the removal of hazardous materials and equipment from laboratory spaces when the Principal Investigator (PI) or laboratory supervisor is leaving the University of Idaho, moving to another campus building, relocating to another laboratory within the same building, or disposing of or transferring laboratory equipment that is no longer needed. This policy also applies to the removal of all hazardous materials and equipment from laboratory spaces prior to renovation.
There were no questions.

Announcements and Communications:

- Admissions Recommendations – Jean-Marc Gauthier, Faculty Senate Chair, Torrey Lawrence, Provost and Executive Vice President, Kristin Haltinner, Vice Chair of Faculty Senate, Dean Kahler, Vice Provost for Strategic Enrolled Management. Attach. #5.
(Please see attachment #5 for the full content of the presentation.)
Chair Gauthier started the presentation with some background and context for the decision to be made, and a brief timeline of recent decisions/actions. Vice Chair Haltinner reviewed the authority structure in shared governance, and the different options that have been proposed. The Provost addressed important aspects to keep in mind when making admissions criteria decisions: Our mission of access and our responsibility to admit students who are ready for college; reliability of GPA vs. test scores; impact of changing admissions standards; SBOE direct admission policy. Dean Kahler proceeded to present data on possible enrollment implications. Vice Chair Haltinner shared data on retention rates in relation to high school GPA. She concluded with an overview of the different options for senate to consider.
Discussion:
Senator Steve Shook expressed serious concerns about the projected implications for enrollment shown in the presentation. It is impossible to make this projection, because the students admitted post-COVID did not have to submit a test score, and we assume they had no

scores to submit. Chair Gauthier recognized that this is a problem with the data we have. Steve Shook also argued that Proposals #1 and #2 in Attachment #5 are not very different. UCC looked at the data and noticed that 96% of the students at the 2.6 GPA level had SAT score of 800. What data drives the choice of a 2.8 GPA vs. 3.0? Chair Gauthier pointed to the analyses from SEM. Steve Shook replied that UCC came up with different conclusions.

A senator argued that there is no point in the proposal to extend the emergency action for one more year. Nothing major will have changed in one year. Vice Chair Haltinner said that option is kind of a back-up plan, in case we cannot find common ground.

A senator brought up the issue of student success. The senate rep for her college conducted a survey about which set of requirements would be best. Most of the college agreed with reverting back to the original criteria prior to COVID, and expressed concern about what the GPA wasn't showing us about student aptitude. Her college is also seeing issues with engagement. The advising office reported many students on probation or disqualification in these last few years, the highest ever seen at her college. This senator does not see a test requirement as restricting access. Also, given that the GPA is not a consistent indicator because it differs across schools – there are non-accredited institutions, home-schooled students etc. – most of the constituents in her college agreed that reverting to the pre-COVID requirements would be best, if we want students to be successful. The senator also inquired about the Vandal Gateway program (VGP) with respect to student success and retention rates, because VGP is tied to the admission standards we are discussing. She also suggested looking at the question of admittance versus enrollment, and what we can do to make sure that admitted students enroll as well.

Vice Chair Haltinner pointed to the VGP update presented to senate on January 16, when the VGP team shared data for the past 1.5 years. The team were pleased with the improvement in academic standing from the first to the second year.

Back to the issue of potential impact on enrollment from reverting to the pre-COVID criteria, a senator asked how many of the 779 students who would have not been admitted by the 2019 criteria did not submit a test score. Vice Chair Haltinner provided the number, 720 students. Of those, 587 had GPA of 3.0 and above. In other words, most of them would be admissible to the University without any additional information.

A senator expressed concerns about procedural issues. A seconded motion from UCC is before senate, yet other proposals are being submitted and discussed. This senator is very reluctant to overrule the recommendation of a committee that has spent considerable time on this question and is entrusted with the responsibility for it. The senator is concerned that we are bypassing UCC in considering alternatives to what they have recommended to us. The UCC recommendation should be sent back to them. Chair Gauthier explained that there was never any intent to bypass UCC. FSL was under the impression the UCC was not willing to reconsider their recommendations. Hence, alternative options were developed.

Steve Shook announced his intent to propose a friendly amendment unanimously approved by UCC, to drop the test score requirement for students with GPA of 3.0 and up.

A senator said that he wouldn't be ready to vote without first discussing the financial impact of potentially admitting fewer students. Steve responded that the number of students who are admitted has no financial impact. It's those who are enrolled that have financial impact, and, once they're enrolled, those who are retained. They looked at retention rates from Institutional Research and observed that the retention rate decreases as GPA and SAT scores decline.

There was some additional discussion on the pros and cons of dropping the test score requirement. Those tests are still paid for, although no longer required by the state, so, financial barrier is not an issue. If we drop it, are we going back to a situation where we have less

information? Requiring test scores would be beneficial for us – moving forward, it would give us additional data if we analyzed the relationship between GPA and standardized test scores on retention in the future. Test scores can be important as an additional parameter when awarding scholarships.

There was a question about the role of the VGP in the UCC proposal. Steve Shook responded that VGP is not part of the general catalog. There is a link under admissions requirements that takes you to CLASS. It is not an official part of the general catalog because it's a pilot program. Therefore, UCC did not evaluate VGP as it relates to standards for admission. Provost Lawrence followed up with an additional aspect: the VGP admission criteria were approved through those emergency measures last year. So, we do need to address VGP criteria this semester, although not necessarily as a permanent measure. The third year of the pilot is next year, but admissions criteria must be decided a year and a half in advance.

A senator suggested that perhaps we should take a broader institutional approach to this decision – identify what's best for us as an institution, rather than react to what others are doing.

The senator who raised the issue of possible financial impact on faculty lines, jobs, etc. underlined the importance of having such information. Dean Kahler and Vice Chair Haltinner said they can put it together. Steve Shook reiterated that it's not possible to obtain a reliable estimate from the data.

The amendment to the UCC motion is seconded by Bob Rinker (seconded earlier by David Pimentel, who withdrew his action).

Vote: 13/21 yes; 8/21 no. Amendment passes.

Motion to table (Tibbals, Chapman). Vote: 19/20 yes; 1/20 no. Motion passes.

Adjournment:

The agenda not being completed, the Chair entertained a motion to adjourn. So moved (Justwan, Barannyk). The meeting was adjourned at 5:01pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 3440 Compensation of Classified Employees**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Brandi Terwilliger, Director of Human Resources

Policy sponsor, if different from originator: Brian Foisy, VPFA

Reviewed by General Counsel: Yes No Name & Date: Kim Rytter, 12/27/23

Comprehensive review? Yes No

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
With the establishment of a market-based compensation system, this revision is necessary to replace the previous language which was based on the previous pay grade system. The primary compensation principles remain intact.
- 2. Fiscal Impact:** What fiscal impact, if any, will this change have?
None
- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
FSH 3260
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

3440

COMPENSATION OF CLASSIFIED-STAFF EMPLOYEES

PREAMBLE: This section outlines the policy and procedure by which the compensation of UI's classified employees is determined. In its original shape it appeared in the 1979 Handbook; it was rewritten in July 1994 and again in 2003. In 2004 section G was rewritten to create sections G & H, and H became I. In 2008 the policy was revised to remove reference to classified exempt no longer used at the university. Unless otherwise noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3609). [ed. 7-97, 7-00, 7-03, 12-04, 7-08]

Contact: The Office of Human Resources, hr@uidaho.edu

LAST REVISION: July 2021 (editorial)

CONTENTS:

- A. General Policy
- B. Authority for Establishing Compensation Policy for UI Classified Employees
- C. Administration of UI Compensation Plan *[ed. 7-00]*
- D. In-Grade Salary Increases
- ~~E. Annual Salary Increases~~
- ~~EF. Compensation for Night Work~~
- ~~FG. Additional Compensation for Classified Staff for Secondary Work Assignments~~ *[add. 12-04, ren. 7-08]*
- ~~G.H. Questions About Salary Equity~~ *[ren. 7-08]*
- H. Voluntary Salary Reductions

A. GENERAL POLICY.

A-1. The University of Idaho seeks to provide a high level of responsive service in meeting the needs of students, faculty and staff and the general public. To accomplish this mission, it is the policy of the University of Idaho to provide a total compensation system that attracts and retains employees. Recognizing and rewarding employees for performance in the achievement of service delivery goals and objectives through a market-based salary model is ~~the~~ the foundation of this system. This policy addresses only the salary component of the university's total compensation system as it relates to staff employees; it does not address other components, such as health insurance and retirement plans.

A-2. Compensation practices should be consistent throughout the university, yet flexible to adapt to specific needs. To this end, employees are compensated according from to a base pay salary structure schedule based on market based on market salary data and weighted factors for 1) education beyond the minimum required for the position, 2) prior experience substantively similar to the position, 3) time -in -service, and 4) time -in -responsibility. Together with market salary data, these weighted factors produce a target salary. Actual salary may differ from target salary due to performance or budget constraints.

A-3. The University of Idaho seeks to pay competitive job market average salaries and intends that classified employees with at least satisfactory performance evaluations of "meets/exceeds requirements" should expect to advance according to the base pay salary structure. ~~within the salary range for the pay grade assigned to a classification.~~ *[rev. 7-03]*

A-4. ~~Advancement within the salary range shall be based on performance criteria, as recorded in the performance evaluation and the ability to achieve the goals and objectives of the particular position. Compensation, and other matters related to classified employees are the responsibility of the president or designee. Oversight of the University of Idaho staff personnel system is within the administrative area of the Division of Finance and Administration which reports to the financial vice president.~~ *[rev. 7-03]*

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF Section 3440: Compensation of Classified Employees

B. AUTHORITY FOR ESTABLISHING COMPENSATION POLICY FOR UNIVERSITY OF IDAHO CLASSIFIED-STAFF EMPLOYEES. Salary and wage increases for University of Idaho classified employees are made in conformity with state legislation. An annual plan is established by the president in accordance with guidelines issued by the [Board of Regents, RGP V.B.1](#). Initial appointments, promotions, classifications and pay grades, and other matters related to classified employees, are the responsibility of the president or designee. Oversight of the University of Idaho staff personnel system is within the administrative area of the Division of Finance and Administration which reports to the [financial Vice President for Finance and Administration](#). *[rev. 7-03]*

C. ADMINISTRATION OF THE UNIVERSITY OF IDAHO COMPENSATION PLAN. The [assistant vice president senior for Human Resources \(HR\) executive](#) is responsible for maintaining the compensation plan for UI classified employees in conformity with [Board of Regents'](#) policy. ~~No classified employee is to be paid at a rate that is not within the salary range for the class, except as noted in C-5 below. The current salary schedule is available from the office of Human Resources website, www.uidaho.edu/humanresources.aspx. For information on the base pay salary structure, see the HR website, at www.uidaho.edu/humanresources.aspx~~ *[rev. 7-02, 7-03, 12-04, ed. 7-08, 6-09]*

~~C-1. The classification and pay grade of classified positions are established by Employment Services in consultation with the department administrator and with approval of the dean, director, or vice president. *[rev. 7-02, 7-03]*~~

~~C-2. The entrance salary for new appointees in any class is ordinarily set between minimum rate and market for that class. In unusual circumstances and when supported by acceptable reasons, appointment at a higher rate may be authorized by the director of employment services and the dean or director. All new appointments are made within the salary range. *[rev. 7-02, 7-03]*~~

~~C-3. When an employee is reinstated in a previously held position or transferred to another position in the same classification, he or she is generally paid at the same salary. Salary adjustments may be agreed upon by the employee, the department administrator, and the director of employment services. *[rev. 7-02, 7-03]*~~

~~C-4. The pay grade of a classified position may be changed by any of the following actions:~~

- ~~a. "Reallocation." A change of an entire class of positions from the current pay grade in the compensation schedule to another pay grade of either higher or lower entrance salary.~~
- ~~b. "Reclassification." A change of a single position from the current class to another class to properly reflect the duties and responsibilities assigned to that position.~~
- ~~e. "Refactoring." A change in the number of Hay Points assigned to a class or position.~~

~~C-5. When a particular class or position is reallocated or reclassified to a lower pay grade, the salaries of incumbent employees who are being paid at a rate higher than the maximum provided in the new grade will not be reduced as a result of the reallocation or reclassification. However, the salaries of such employees will generally be held constant and not be increased thereafter so long as they exceed that maximum rate. At the discretion of the dean or director and in consultation with the assistant vice president for human resources, exemplary performance by such employees may be recognized through a bonus adjustment to salary, effective for one fiscal year only. An employee whose position has been reallocated or reclassified is not required to complete a new six-month probationary period. *[rev. 7-02]*~~

~~C-6. When a particular class or position is reallocated to a higher pay grade, the employee will receive a salary equivalent to or higher than his or her current hourly rate. An employee whose position has been reallocated is not required to complete a new six-month probationary period.~~

~~C-7. When the position of an employee is reclassified to a higher pay grade, the employee will be assigned a salary in the range of the higher grade that provides a salary increase of not less than five percent. Salary increases must have dean or vice president level approval. The reclassified employee is not required to complete a new six-month probationary period. The employee's department is responsible for providing the funding necessary for the required salary increase. *[ed. 7-02, rev. 7-03, 12-04]*~~

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

Section 3440: Compensation of Classified Employees

~~C-8.~~ When an employee applies and is selected for a position in a higher pay grade, he or she may negotiate the starting pay within the pay grade for the new position [see C 2 above]. Each promoted employee must successfully complete a six-month probationary period in his or her new position unless the employee was previously certified in that class. (For the effect of demotion on salary see 3360 C 4; for the effect on salary of a recommendation for a merit increase in the previously held position, see B 3.) [rev. 7-03, rev. 12-04]

~~D. IN-GRADE SALARY INCREASES.~~

~~D-1.~~ In-grade advancement is not a vested right. While employees should expect to advance within their assigned pay range based upon acceptable performance, advancement is within the discretion of the university. Such advancements are considered as a part of the overall UI budget-setting process and are effective at the beginning of the fiscal year. An employee may advance within the salary range only if certified as meeting the satisfactory service requirements on a written performance evaluation approved for the purpose by the president or the president's designee. Normally, an employee receives only one salary increase per year for satisfactory service. [See also 3380 E.]

~~D-2.~~ Employees who are in probationary status may be recommended for merit increases at the discretion of the department administrator and with the approval of the dean or director; however, merit increases which have been authorized for employees in probationary status are not effective or awarded until the probationary period has been satisfactorily completed. [ed. 7-02]

~~DE. SALARY INCREASES.~~ While employees should expect to advance in salary based upon satisfactory performance and increases in the target salary, advancement is within the discretion of the university. Such advancements are considered as part of the overall UI budget-setting process and are effective at the beginning of the fiscal year. An employee may advance within the salary range only if they meet the satisfactory requirements on a documented performance evaluation on file in HR. Normally, an employee receives only one salary increase per year for satisfactory performance.

Changes in employee compensation are considered annually by the legislature. Salary adjustments reflecting some or all of the following factors may be approved and implemented in accordance with guidelines for UI classified salary adjustments issued annually by the president:

~~ED-1.~~ Changes in the cost of living.;

~~ED-2.~~ Fluctuations in the market cost of different types of labor, which are reflected in payline adjustments to position market rates and employee target salaries; ~~reallocating some classifications to different pay grades;~~

~~DE-3.~~ Equity.

~~D-4.~~ Merit increases based on individual employee performance as documented by written performance evaluation on file in HR.

~~D 4.a.~~ Classified employees who are in their hiring probationary status may be recommended for merit increases at the discretion of the unit administrator with the approval of the dean or director.

~~FE. COMPENSATION FOR NIGHT WORK.~~ A full-time classified employee whose work schedule requires at least 50 % percent of the scheduled ~~his or her~~ working hours during a given pay period to be performed between the hours of 7 p.m. and 4 a.m. is paid an additional shift differential of 5 percent-% of the employee's hourly rate. ~~The department administrator or designee submits an Electronic "Personnel Action Form" to effect the additional payment.~~ [ed. 7-02, 7-03]

~~FG. ADDITIONAL PAY FOR CLASSIFIED STAFF FOR SECONDARY WORK ASSIGNMENTS.~~

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

Section 3440: Compensation of Classified Employees

FG-1. Classified staff additional appointments. ~~A member of the e~~Classified staff must be paid overtime for any work that results in the employee working over 40 hours per week, including a secondary work assignment that is not within ~~his/her~~the current job description and ~~is~~ outside the scope of ~~the his/her~~ primary appointment and classification. The secondary work assignment must be performed on a temporary basis beyond the regularly scheduled work week, and ~~be~~ limited in scope (for example, if a senior programmer teaches a special course on a one-time basis; or if an administrative support staff provides assistance one weekend with a special research project in another unit or college). Per federal law, ~~the~~ classified employees must be paid at least 1.5 times ~~their/his or her~~ regular hourly rate for each hour that is worked over 40 hours per week. The secondary hiring authority may not offer compensatory time in lieu of cash payment of overtime. The secondary hiring authority is responsible for tracking the hours the employee has worked and coordinating with the primary hiring authority for processing the employee's pay via a timesheet. ~~in PHAHOUR. If the employee's wage for the secondary work assignment is set at more than time and a half, the employee should be paid via a Temporary Help — PERSI eligible (IP) appointment. If the employee is less than full-time, call Employment Services at 208-885-3638/885-3728 for additional information. [add. 12-04, ren. & ed. 7-08]~~

FG-2. —Exempt staff. The president or designee can authorize payments in addition to regular salary and these must be reported to the regents in a semi-annual report. See RGP II.C.4., RGP II.F.2., RGP II.G.2. Deans and other administrative officers are responsible for ensuring that required approvals have been granted for employees receiving additional compensation for service that is not part of the employee's position description. See the HR website for additional compensation procedures.

FG-3. -Staff temporarily working at a higher market rate. —Supervisors may request a temporary salary increase in pay for classified staff, or additional compensation for exempt staff temporarily performing duties at a higher level than their current permanent position. See the HR website for pay at a higher market rate procedures.

HG. QUESTIONS ABOUT SALARY EQUITY. An employee who believes that ~~their/his or her~~ compensation is not equitable ~~first~~ should ~~first~~ consult with ~~his or her~~their supervisor, and then with the ~~unit~~department administrator ~~and/or the senior HR Executive or both~~. In certain situations, the employee also has recourse to ~~the Director of the Office of Civil Rights and Investigations~~Human Rights, Access and Inclusion, or the Ombuds' office or to the grievance procedure for staff employees. ~~[See 3210 A and 3860 A.] [ed. 7-02, 12-04, 7-08, 6-09, rev. 7-03, ren. 7-08]~~

HI. VOLUNTARY SALARY REDUCTIONS. Individual requests to reduce one's salary or to reject an increased salary adjustment are discouraged. Should employees make such a request, they must provide a clearly stated reason and the reduction must be approved by the president.

Version History

Amended XXXX . Extensively revised to align with current practices.

Amended July 2021. Editorial changes.

Amended July 2009. Editorial changes to C and H.

Amended July 2008. The policy was revised to remove reference to classified exempt no longer used at the university.

Amended January 2005. Section G was rewritten to create sections G & H, and H became section I.

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF Section 3440: Compensation of Classified Employees

Amended July 2003. Revised A-3, A-4, B, C, C-1, C-2, C-3, C-7, C-8, and H. Editorial changes to F.

Amended July 2002. Revised C, C-1, C-2, C-3, and C-5. Editorial changes to C-7, D-2, F and H.

Amended July 1994.

Adopted 1979.



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 3420 FACULTY SALARIES**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Policy originator: Alistair Smith, FAC Chair

Policy sponsor, if different from originator: Torrey Lawrence, Provost

Reviewed by General Counsel: Yes No Name & Date: Karl Klein, 3/29/24

Comprehensive review? Yes No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Section E added detailing period of obligation and payroll schedule to align with deferred pay scheme.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

This is part of a group of policy revisions being proposed to align with the new deferred pay scheme for faculty. The other policies are FSH 3120 Faculty Obligations during Period of Appointment and FSH 4620 Academic Calendars.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

FACULTY SALARIES

LAST REVISION: July 2019

A. Purpose. This policy addresses how faculty salaries and performance increases are determined and the schedule for faculty compensation.

B. Scope. This policy applies to all faculty.

AC. Market Compensation ~~compensation~~. Salaries shall be determined with reference to nationally validated market salary rates pursuant to a model developed in consultation with the faculty and shall be communicated annually.

BD. Performance Compensation ~~compensation~~. If funds are available for performance increases, the following process shall be followed for determining compensation for performance:

BD-1. Basis: Performance increases shall be based on the performance of responsibilities in the faculty member's position description. Faculty members must meet expectations in all areas of responsibility; excellence in any category of responsibility can be the basis for a performance increase.

BD-2. Recommendations: The relative number of faculty within units in a college shall be considered in determining the number of recommendations for each unit if the number of such recommendations is limited.

BD-3. Unit Administrator's Report: The unit administrator shall write a report to the dean recommending faculty for performance increases.

- a. The report shall briefly state the reasons for each recommendation and prioritize the recommendations.
- b. The recommendations shall be closely related to and supported by annual performance evaluations.
- c. The unit administrator may recommend how funds should be distributed.

BD-4. College Administrative Consultation: The dean shall confer with the unit administrators and other relevant faculty administrators regarding how to best allocate performance increases within the college to advance the strategic objectives of the units, college and university.

BD-5. College Recommendation: Based on the unit administrators' reports and the college administrative consultation, the dean shall recommend performance increases to the provost.

BD-6. Future Performance: Unit administrators and deans shall meet with any faculty member who wants to discuss their salary to encourage conversation about future performance.

E. Schedule of obligation and compensation. Faculty shall be paid in biweekly increments according to the University's payroll calendar.

E-1. Academic year appointees

- a. Academic year period of obligation and compensation. The period of obligation for academic year appointees is 39 weeks; however, payroll is distributed evenly over 20 pay periods.
- b. Summer period of obligation and compensation. The period of obligation and summer salary for academic year appointees shall be negotiated annually according to the needs of the University. The period of obligation and summer salary for academic year appointees shall be negotiated annually

according to the needs of the University, up to the maximum of 13 summer weeks (for years containing 26 pay periods) or 14 summer weeks (for rare years containing a 27th pay period).

E-2. Fiscal year appointees. The period of obligation for fiscal year appointees is 52 weeks and payroll is distributed evenly over 26 pay periods.

E-3. Adjustments to payroll schedule. Payroll schedules may be adjusted in years when the academic calendar does not align with a schedule of 26 pay periods (e.g., rare years containing a 27th pay period).

Version History

Amended July 2019. This section was completely rewritten to reflect current practices and ensure uniformity across all units.

Amended January 2009. Changes to this policy came about to simplify the forms, to include interdisciplinary activities, to tie AE to PD, and to connect to Strategic Action Plan goals.

Adopted 1979.



POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 3120 FACULTY OBLIGATIONS DURING PERIOD OF APPOINTMENT**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Policy originator: Alistair Smith, FAC chair

Policy sponsor, if different from originator: Torrey Lawrence, Provost

Reviewed by General Counsel: Yes No Name & Date: Karl Klein, 3/29/24

Comprehensive review? Yes No

- Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
Section D-2 revised to clarify work and pay schedule for academic year appointments. Sections D-4 expanded and revised to clarify summer session obligations of faculty with academic year appointments.
- Fiscal Impact:** What fiscal impact, if any, will this change have?
AY faculty working on non-teaching duties during summer session are eligible to receive a contract for the outside-of-contract period if the work exceeds .125 FTE in a pay period. Additional responsibilities and assignments of a more permanent nature may be considered justification for adjustment of the employee’s contracted salary or responsibilities during the academic year, rather than justification for supplemental compensation.
- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
This is part of a group of policy revisions being proposed to align with the new deferred pay scheme for faculty. The other policies are FSH 3420 Faculty Salaries and FSH 4620 Academic Calendars.
- Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

UI FACULTY-STAFF HANDBOOK

CHAPTER THREE:

EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

3120

FACULTY OBLIGATIONS DURING PERIOD OF APPOINTMENT

LAST REVISION: 2020

CONTENTS:

[A. A-Purpose](#)

[B. Scope](#)

[C. Periods of Appointment](#)

[D. ~~B. D.~~ Service Obligation](#)

[A. PURPOSE.](#) This policy sets forth the obligations of faculty during their periods of appointment.

[B. SCOPE.](#) This policy applies to all faculty at the University of Idaho.

[CA. PERIODS OF APPOINTMENT.](#) Professional academic personnel are regularly appointed for service either (1) during the academic year (in this context, the "academic year" encompasses the nine full months ending the day after the close of the spring semester) or (2) for the fiscal year beginning on July 1. [Faculty salaries are detailed in FSH 3420.](#)

[DB. SERVICE OBLIGATION-](#)

[DB-1. Service and ~~Faculty-faculty Workloads~~workloads.](#) Assignments of duties to academic personnel are made by college deans (FSH 1420 D) and departmental administrators (FSH 1420 E) in such a way that the schedule of course offerings will permit each student to complete [his or her/their](#) curriculum in the time prescribed in the catalog and so that the research and service functions of the college and department can be carried out. Full-time appointments assume full-time service, but faculty members may engage in outside consulting as provided in FSH 3260.

[DB-2. Academic-~~Year-year a~~Appointments](#) (see FSH 3710 B-1.-c). Academic-year appointees are liable for duty assignments and are accountable for their service to UI throughout the nine-month period specified in A. This period normally begins before the official opening of the fall semester and before the date that is set by the appointee's dean for mandatory return to on-campus duty. These employees may, alternatively, be permitted to account for service during some mutually agreed different, but equivalent, period (i.e., to engage in research, prepare for classes, advise students, participate in new-student orientation, or perform similar academic functions). [The work period for academic year appointments falls within 19.5 bi-weekly pay periods and faculty with this type of appointment will be compensated over 20 bi-weekly pay periods.](#)

[DB-3. Fiscal-~~Year-year a~~Appointments](#) (see FSH 3710 B-1.-b). Fiscal-year appointees are obligated to perform services for UI throughout the year. Taking eligibility for vacation leave into account, this amounts to approximately 11 months of service each year.

[DB-4. Summer ~~s~~Session ~~Appointments~~obligations for faculty with academic-year appointments-](#)

[a. In general.](#) Summer and other off-contract activities are not required for University of Idaho faculty. With or without additional compensation, agreeing to perform any duties outside of the normal academic calendar is entirely optional and at the discretion of each individual faculty. Faculty should consult with their associated advisory committees on efforts related to expectations under FSH 3500 but are not required to use off-contract time to meet those expectations. Regardless of whether a summer appointment exists, academic year faculty retain access to essential University services such as email, access to their respective offices, and, where applicable, access to research facilities, outside the normal academic calendar.

[b. Changes in academic policy and procedure.](#) Administrators should, if possible, avoid using the time outside of

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

Section 3120: Faculty Obligations During Period of Appointment

July 2000

the contract term for academic-year faculty to engage in decision making processes that significantly affect faculty and in which academic-year faculty would normally participate if the processes occurred during the academic year. Administrators should use forethought and sensitivity in asking faculty to devote any time outside of their contract terms for institutional outreach and service, whether compensated or not. They should be especially mindful of actual or perceived imbalances of power between them and faculty members arising from the latter's degree of job security, time at the University, tenure or non-tenure status, or belonging to any group protected by the University's anti-discrimination policies.

ca. Summer session teaching obligations for academic-year appointments

1.

Summer session teaching appointments. Full-time summer appointments generally call for a basic teaching load of six or seven credits during eight weeks of service. These summer appointments are entirely optional and do not count toward promotion and tenure considerations. If the basic teaching load is less than six credits or requires less than eight weeks of service, the summer salary may be prorated accordingly. In addition to the basic teaching load of six or seven credits, faculty load may be increased by the assignment of students registered for research and thesis, directed study, etc. ~~Furthermore, faculty members on summer appointment are expected to perform other routine duties, such as student advising and committee work.~~

2.

-Selection of summer session teaching faculty. The selection of faculty members to teach during summer session is based on program needs. In some cases it may be desirable to appoint ~~visiting temporary~~ faculty instead of resident faculty members.

3. -Timeline for summer session teaching appointments. Summer appointments are made as soon as practicable following final development of the summer program. This generally means that a faculty member may be approached by the departmental administrator or dean as early as the preceding September to ascertain ~~his or her~~ the faculty member's interest in teaching during the following summer session. The plan for the summer program is generally completed by February 1, and recommendations for summer appointments are normally submitted to the president in March or April.

df. Summer session non-teaching appointments for academic-year faculty

1. Faculty working on non-teaching duties such as unit, college, or university committee assignments, recruitment initiatives, outreach, extension, administration, sponsored projects, etc., are eligible to receive a contract for the outside-of-contract period if the work is above .125 FTE in a pay period.

2. Additional responsibilities and assignments of a more permanent nature may be considered justification for adjustment of the employee's contracted salary or responsibilities during the academic year, rather than justification for supplemental compensation.

Version History

Amended 2020. Moved 3240 Section A: Faculty Workloads, which was already cross-referenced with 3120 B, to that

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

Section 3120: Faculty Obligations During Period of Appointment

July 2000

section, which also necessitated some renumbering within that section.

Amended January 2012. Editorial changes.

Amended July 2002. Section C was removed with approval of new language in 3480.

Amended July 2000. Editorial changes.

Adopted July 1979.



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 4620 ACADEMIC CALENDARS**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Policy originator: Alistair Smith, FAC chair

Policy sponsor, if different from originator: Torrey Lawrence, Provost

Reviewed by General Counsel: Yes No Name & Date: Karl Klein 3/29/24

Comprehensive review? Yes No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
Calendar expanded to note important dates and deadlines; corresponding policy language updated.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?
None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
This is part of a group of policy revisions being proposed to align with the new deferred pay scheme for faculty. The other policies are FSH 3420 Faculty Salaries and FSH 3120 Faculty Obligations during Period of Appointment.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

UI FACULTY-STAFF HANDBOOK
CHAPTER FOUR:
ACADEMIC POLICIES AND REGULATIONS

4620

ACADEMIC CALENDARS

LAST REVISION: January 2024

CONTENTS:

- A. Academic Calendar
- B. Planning Calendars

A. ACADEMIC CALENDAR. Each academic year includes two ~~16-week~~ semesters, a summer session between Spring and Fall Semesters, an intersession between Fall and Spring semesters, and short courses that fall within one of these standard sessions. The Fall semester ends shortly before Christmas; the Fall and Spring semesters together must include at least 160 instructional days, including the final-examination period. In each year there are 79 instructional days in the fall semester and 81 in the spring. Changes in the established pattern for the academic calendar require approval by the Faculty Senate and the university faculty.

B. PLANNING CALENDARS. For planning purposes, the pattern of the academic calendar ~~in effect for 2021-22~~ has been projected ~~through the year 2027-28~~ as shown ~~on the following page~~ in the link below. ~~In each year there are 79 instructional days in the fall semester and 81 in the spring.~~

[PDF: Academic Calendars](#)

Version History:

Amended January 2024. Revised to delay all dates for Fall 2025, Spring 2026, and Summer 2026 by one week.

Amended January 2019. Minor changes to fall term start dates for 2019 and 2026.

Amended January 2015. Updated and reformatted the calendar.

Amended July 2009. Changed Faculty Council to Faculty Senate.

Amended January 2009. Updated calendar.

Amended 2001. Added subsection D.

Amended February 1991. Modified subsection A, abolishing the requirement that regents approve all annual calendars.

Amended 1989. Updated summer scheduling.

Amended 1984. Updated summer scheduling.

Adopted 1979.

UI FACULTY-STAFF HANDBOOK
Chapter IV: ACADEMIC POLICIES AND REGULATIONS
Section 4620: Academic Calendars

January 2019

| Academic YR Calendar – Summer Start | 2024-2025 | 2025-26 | 2026-27 | 2027-28 |
|--|---------------|----------------|--------------|--------------|
| | 2024 | 2025 | 2026 | 2027 |
| Summer session contract begins | Sun, May 12 | Sun, May 11 | Sun, May 17 | Sun, May 16 |
| Summer session classes begin | Mon, May 13 | Mon, May 12 | Mon, May 18 | Mon, May 17 |
| Memorial Day (closed) | Mon, May 27 | Mon, May 26 | Mon, May 25 | Mon, May 31 |
| Summer session classes end | Fri, Aug 2 | Fri, Aug 1 | Fri, Aug 7 | Fri, Aug 6 |
| Summer session grades due | Tue, Aug 6 | Tue, Aug 5 | Tues, Aug 11 | Tues, Aug 10 |
| Summer session contract ends | Sat, Aug 10 | Sat, Aug 9 | Sat, Aug 15 | Sat, Aug 14 |
| Juneteenth (closed) | Wed, June 19 | Thurs, June 19 | Fri, June 19 | Fri, June 18 |
| Fiscal YR contract begins | Sun, Jun 23 | Sun, June 22 | Sun, June 21 | Sun, June 20 |
| Independence Day (closed) | Thurs, July 4 | Fri, July 4 | Fri, July 3 | Mon, July 5 |
| Academic YR & fall semester contract begins | Sun, Aug 11 | Sun, Aug 17 | Sun, Aug 16 | Sun, Aug 15 |
| Payroll Date | Sun, Aug 4 | Sun, Aug 3 | Sun, Aug 9 | Sun, Aug 8 |
| Fall semester classes begin | Mon, Aug 19 | Mon, Aug 25 | Mon, Aug 24 | Mon, Aug 23 |
| Labor Day (closed) | Mon, Sept 2 | Mon, Sept 1 | Mon, Sept 7 | Mon, Sept 6 |
| Fall recess begins | Mon, Nov 25 | Mon, Nov 24 | Mon, Nov 23 | Mon, Nov 22 |
| Fall recess ends | Fri, Nov 29 | Fri, Nov 28 | Fri, Nov 27 | Fri, Nov 26 |
| Fall commencement | Sat, Dec 7 | Sat, Dec 13 | Sat, Dec 12 | Sat, Dec 11 |
| Fall finals begin | Mon, Dec 9 | Mon, Dec 15 | Mon, Dec 14 | Mon, Dec 13 |
| Fall finals end | Fri, Dec 13 | Fri, Dec 19 | Fri, Dec 18 | Fri, Dec 17 |
| Fall final grades due | Tue, Dec 17 | Tue, Dec 23 | Tue, Dec 22 | Tue, Dec 21 |
| Fall semester contract ends | Dec 14 | Dec 20 | Dec 19 | Dec 18 |
| Winter intersession begins | Sat, Dec 14 | Sat, Dec 20 | Sat, Dec 19 | Sat, Dec 18 |
| | 2025 | 2026 | 2027 | 2028 |
| Winter intersession ends | Tue, Jan 7 | Tue, Jan 13 | Tues, Jan 12 | Tues, Jan 11 |
| Spring semester contract begins | Mon, Jan 6 | Mon, Jan 12 | Mon, Jan 11 | Mon, Jan 10 |
| Spring semester classes begin | Wed, Jan 8 | Wed, Jan 14 | Wed, Jan 13 | Wed, Jan 12 |
| Martin Luther King Jr. Day (closed) | Mon, Jan 20 | Mon, Jan 19 | Mon, Jan 18 | Mon, Jan 17 |
| President's Day (closed) | Mon, Feb 17 | Mon, Feb 16 | Mon, Feb 15 | Mon, Feb 21 |
| Spring recess begins | Mon, Mar10 | Mon, Mar 16 | Mon, Mar 15 | Mon, Mar 13 |
| Spring recess ends | Fri, March 14 | Fri, March 20 | Fri, Mar 19 | Fri, Mar 17 |
| Spring finals begin | Mon, May 5 | Mon, May 11 | Mon, May 10 | Mon, May 8 |
| Spring finals end | Fri, May 9 | Fri, May 15 | Fri, May 14 | Fri, May 12 |
| Spring commencement | Sat, May 10 | Sat, May 16 | Sat, May 15 | Sat, May 13 |
| Academic YR & spring semester contract ends | Sat, May 10 | Sat, May 23 | Sat, May 22 | Sat, May 20 |
| Payroll Date /Pay Period #11 for 2024-25; Pay Period end #12 | Sat, May 10 | Sat, May 23 | Sat, May 22 | Sat, May 20 |
| Spring final grades due | Tue, May 13 | Tue, May 19 | Tues, May 18 | Tues, May 16 |
| Fiscal YR contract ends | Sat, Jun 21 | Sat, June 20 | Sat, Jun 19 | Jun 18 |

| Academic YR Calendar – Summer Start | 2028-29 | 2029-30 | 2030-31 | 2031-32 |
|--|--------------------|---------------------|---------------------|---------------------|
| | 2028 | 2029 | 2030 | 2031 |
| Summer session contract begins | Sun, May 14 | Sun, May 13 | Sun, May 12 | Sun, May 11 |
| Summer session classes begin | Mon, May 15 | Mon, May 14 | Mon, May 13 | Mon, May 12 |
| Memorial Day (closed) | Mon, May 29 | Mon, May 28 | Mon, May 27 | Mon, May 26 |
| Summer session classes end | Fri, Aug 4 | Fri, Aug 3 | Fri, Aug 2 | Fri, Aug 1 |
| Summer session grades due | Tue, Aug 8 | Tue, Aug 7 | Tues, Aug 6 | Tues, Aug 5 |
| Summer session contract ends | Sat, Aug 10 | Sat, Aug 9 | Sat, Aug 15 | Sat, Aug 14 |
| Juneteenth (closed) | Mon, June 19 | Tues, June 19 | Wed, June 19 | Thurs, June 19 |
| Fiscal YR contract begins | Sun, Jun 23 | Sun, Jun 22 | Sun, Jun 21 | Sun, Jun 20 |
| Independence Day (closed) | Tues, July 4 | Wed, July 4 | Thurs, July 4 | Fri, July 4 |
| Academic YR & fall semester contract begins | Sun, Aug 13 | Sun, Aug 12 | Sun, Aug 11 | Sun, Aug 17 |
| <i>Payroll Date / Pay Period begin #19</i> | Sun, Aug 4 | Sun, Aug 12 | Sun, Aug 11 | Sun, Aug 10 |
| Fall semester classes begin | Mon, Aug 21 | Mon, Aug 20 | Mon, Aug 19 | Mon, Aug 25 |
| Labor Day (closed) | Mon, Sept 4 | Mon, Sept 3 | Mon, Sept 2 | Mon, Sept 1 |
| Fall recess begins (closed) | Mon, Nov 20 | Mon, Nov 19 | Mon, Nov 25 | Mon, Nov 24 |
| Fall recess ends | Fri, Nov 24 | Fri, Nov 23 | Fri, Nov 29 | Fri, Nov 28 |
| Fall commencement | Sat, Dec 9 | Sat, Dec 8 | Sat, Dec 7 | Sat, Dec 13 |
| Fall finals begin | Mon, Dec 11 | Mon, Dec 10 | Mon, Dec 9 | Mon, Dec 15 |
| Fall finals end | Fri, Dec 15 | Fri, Dec 14 | Fri, Dec 13 | Fri, Dec 19 |
| Fall final grades due | Tue, Dec 19 | Tue, Dec 18 | Tue, Dec 17 | Tue, Dec 23 |
| Fall semester contract ends | Fri, Dec 16 | Fri, Dec 15 | Fri, Dec 14 | Fri, Dec 20 |
| Winter intersession begins | Sat, Dec 16 | Sat, Dec 15 | Sat, Dec 14 | Sat, Dec 20 |
| | 2029 | 2030 | 2031 | 2032 |
| Winter intersession ends | Tue, Jan 9 | Tue, Jan 8 | Tues, Jan 7 | Tues, Jan 13 |
| Spring semester contract begins | Mon, Jan 7 | Sun, Jan 6 | Sun, Jan 5 | Sun, Jan 11 |
| Spring semester classes begin | Wed, Jan 10 | Wed, Jan 9 | Wed, Jan 8 | Wed, Jan 14 |
| Martin Luther King Jr. Day | Mon, Jan 15 | Mon, Jan 21 | Mon, Jan 20 | Mon, Jan 19 |
| President's Day | Mon, Feb 19 | Mon, Feb 18 | Mon, Feb 17 | Mon, Feb 16 |
| Spring recess begins | Mon, Mar 12 | Mon, Mar 11 | Mon, Mar 10 | Mon, Mar 15 |
| Spring recess ends | Fri, March 16 | Fri, March 15 | Fri, Mar 14 | Fri, Mar 19 |
| Spring finals begin | Mon, May 7 | Mon, May 6 | Mon, May 5 | Mon, May 10 |
| Spring finals end | Fri, May 11 | Fri, May 10 | Fri, May 9 | Fri, May 14 |
| Spring commencement | Sat, May 12 | Sat, May 11 | Sat, May 10 | Sat, May 15 |
| Academic YR & spring semester contract ends | Sat, May 12 | Sat, May 11 | Sat, May 10 | Sat, May 15 |
| <i>Payroll Date / Pay Period end #12</i> | Sat, May 19 | Sat, May 18 | Sat, May 17 | Sat, May 15 |
| Spring final grades due | Tue, May 15 | Tue, May 14 | Tues, May 13 | Tues, May 18 |
| Fiscal YR contract ends | Sat, Jun 21 | Sat, June 20 | Sat, Jun 19 | Sat, Jun 24 |

536: BIOINFORMATICS (BS)

In Workflow

1. 006 Chair (tmiura@uidaho.edu)
2. 19 Curriculum Committee Chair (markn@uidaho.edu)
3. 19 Dean (gingercarney@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu; sandeschlueter@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu; sandeschlueter@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu; sandeschlueter@uidaho.edu)
12. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu; sandeschlueter@uidaho.edu)
13. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Tue, 26 Sep 2023 15:26:51 GMT
Tanya Miura (tmiura): Rollback to Initiator
2. Tue, 26 Sep 2023 16:39:42 GMT
Tanya Miura (tmiura): Approved for 006 Chair
3. Mon, 09 Oct 2023 22:09:02 GMT
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
4. Wed, 11 Oct 2023 00:02:09 GMT
Ginger Carney (gingercarney): Approved for 19 Dean
5. Thu, 26 Oct 2023 00:06:49 GMT
Gwen Gorzelsky (gwen): Rollback to 006 Chair for Provost's Office
6. Wed, 15 Nov 2023 00:06:11 GMT
Tanya Miura (tmiura): Approved for 006 Chair
7. Tue, 21 Nov 2023 07:42:14 GMT
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
8. Tue, 21 Nov 2023 16:00:26 GMT
Ginger Carney (gingercarney): Approved for 19 Dean
9. Wed, 22 Nov 2023 19:56:23 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
10. Wed, 07 Feb 2024 19:17:26 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
11. Wed, 21 Feb 2024 22:02:06 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
12. Wed, 20 Mar 2024 15:21:42 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
13. Tue, 26 Mar 2024 17:49:39 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Tue, 26 Sep 2023 16:11:43 GMT

Viewing: 536 : Bioinformatics (BS)

Last edit: Wed, 21 Feb 2024 20:07:08 GMT

Changes proposed by: Gina Tingley

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|-------------------|
| Tanya Miura | tmiura@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Science

Department/Unit:

Biological Sciences

Effective Catalog Year

2024-2025

Program Title

Bioinformatics (BS)

Degree Type

Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

120

Attach Program Change

Academic_Degree_and_Certificate_Full-Proposal_Form_UI_Bioinformatics_COS.doc
Budget-Proposal-Form_BS Bioinformatics_F23.xlsx

CIP Code

26.1103 - Bioinformatics.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Discribe the financial impact

This program will be taught using existing courses and faculty at the UI. No additional financial resources are expected.

Curriculum:

| Code | Title | Hours |
|----------|--------------------------------------|-------|
| BIOL 101 | Opportunities in Biological Sciences | 1 |
| BIOL 115 | Cells and the Evolution of Life | 3 |

| | | |
|--|--|----|
| BIOL 115L | Cells and the Evolution of Life Laboratory | 1 |
| BIOL 310 | Genetics | 3 |
| BIOL 312 | Molecular and Cellular Biology | 3 |
| BIOL 380 | Biochemistry I | 4 |
| BIOL 400 | Seminar | 1 |
| BIOL 444 | Genomics | 3 |
| BIOL 421 | Advanced Evolution | 3 |
| Select one of the following: | | 3 |
| BIOL 482 | Protein Structure and Function | |
| BIOL 487 | Cellular and Molecular Basis of Disease | |
| BIOL 446 | Phylogenetics | |
| CHEM 111 | General Chemistry I | 3 |
| CHEM 111L | General Chemistry I Laboratory | 1 |
| CHEM 112 | General Chemistry II | 4 |
| CHEM 112L | General Chemistry II Laboratory | 1 |
| CHEM 277 | Organic Chemistry I | 3 |
| MATH 170 | Calculus I | 4 |
| MATH 175 | Calculus II | 4 |
| STAT 301 | Probability and Statistics | 3 |
| MATH 176 | Discrete Mathematics | 3 |
| CS 120 | Computer Science I | 4 |
| CS 121 | Computer Science II | 3 |
| CS 212 | Practical Python | 3 |
| CS 415 | Computational Biology: Sequence Analysis | 3 |
| Select one of the following: | | 3 |
| CS 395 | Analysis of Algorithms | |
| CS 360 | Database Systems | |
| <i>Capstone Experience</i> | | |
| Select one of the following: | | 2 |
| BIOL 401 | Undergraduate Research | |
| BIOL 407 & BIOL 408 | Practicum in Biology Laboratory Teaching and Human Anatomy and Physiology Laboratory Pedagogy | |
| BIOL 411 | Senior Capstone | |
| <i>Written Communication</i> | | |
| Select one of the following: | | 3 |
| ENGL 202 | Technical Writing I | |
| ENGL 207 | Persuasive Writing | |
| ENGL 208 | Personal & Exploratory Writing | |
| ENGL 317 | Technical Writing II | |
| ENGL 318 | Science Writing | |
| ENGL 320 | Grant and Proposal Writing | |
| Select at least 12 credits from the following, taken from either category: | | 12 |
| <i>Biology Electives</i> | | |
| BIOL 350 | Microbiomes | |
| BIOL 419 | Microbial Physiology | |
| BIOL 432 | Immunology | |
| BIOL 433 | Pathogenic Microbiology | |
| BIOL 446 | Phylogenetics | |
| BIOL 447 | Virology | |
| BIOL 454 | Biochemistry II | |
| BIOL 461 | Neurobiology | |
| BIOL 474 | Developmental Biology | |
| BIOL 482 | Protein Structure and Function | |
| BIOL 483 | Mammalogy | |
| BIOL 485 | Prokaryotic Molecular Biology | |
| BIOL 487 | Cellular and Molecular Basis of Disease | |
| BIOL 489 | Herpetology | |

| | |
|--------------------------------|---------------------------------|
| MATH 437 | Mathematical Biology |
| PHIL 450 | Ethics in Science |
| <i>Computational Electives</i> | |
| BE 404 | Special Topics |
| CS 472 | Evolutionary Computation |
| CS 475 | Machine Learning |
| CS 477 | Python for Machine Learning |
| CS 479 | Data Science |
| MATH 310 | Ordinary Differential Equations |
| MATH 330 | Linear Algebra |
| STAT 418 | Multivariate Analysis |
| STAT 431 | Statistical Analysis |

Total Hours **84**

Courses to total 120 credits for this degree

Degree Maps:

| | Hours |
|--|--|
| Fall Term 1 | |
| BIOL 101 | Opportunities in Biological Sciences |
| CHEM 111 | General Chemistry I |
| CHEM 111L | General Chemistry I Laboratory |
| MATH 170 | Calculus I |
| ENGL 102 | Writing and Rhetoric II |
| COMM 101 | Fundamentals of Oral Communication |
| Hours | |
| 15 | |
| Spring Term 1 | |
| BIOL 115 | Cells and the Evolution of Life |
| BIOL 115L | Cells and the Evolution of Life Laboratory |
| CHEM 112 | General Chemistry II |
| CHEM 112L | General Chemistry II Laboratory |
| MATH 175 | Calculus II |
| CS 120 | Computer Science I |
| Hours | |
| 17 | |
| Fall Term 2 | |
| CHEM 277 | Organic Chemistry I |
| CS 121 | Computer Science II |
| BIOL 310 | Genetics |
| MATH 176 | Discrete Mathematics |
| Humanistic & Artistic Ways of Knowing Course | |
| Hours | |
| 15 | |
| Spring Term 2 | |
| CS 212 | Practical Python |
| BIOL 312 | Molecular and Cellular Biology |
| BIOL 444 | Genomics |
| Social & Behavioral Ways of Knowing Course | |
| American Diversity Course | |
| Hours | |
| 15 | |
| Fall Term 3 | |
| BIOL 380 | Biochemistry I |
| STAT 301 | Probability and Statistics |
| CS 395 or CS 360 | Analysis of Algorithms or Database Systems |
| Written Communication Course | |
| Social & Behavioral Ways of Knowing Course | |
| Hours | |
| 16 | |
| Spring Term 3 | |
| BIOL 446 or BIOL 482 or BIOL 487 | Phylogenetics or Protein Structure and Function or Cellular and Molecular Basis of Disease |
| CS 415 | Computational Biology: Sequence Analysis |
| BIOL 421 | Advanced Evolution |
| Humanistic & Artistic Ways of Knowing Course | |
| International Course | |
| Hours | |
| 15 | |
| Fall Term 4 | |
| Biology or Computational Course | |
| Hours | |
| 3 | |

| | | |
|---|--|------------|
| Biology or Computational Course | | 3 |
| Elective | | 3 |
| Elective | | 3 |
| Elective | | 3 |
| Hours | | 15 |
| Spring Term 4 | | |
| BIOL 400 | Seminar | 1 |
| BIOL 401 or BIOL 407 or BIOL 408 or BIOL 411 | Undergraduate Research or Practicum in Biology Laboratory Teaching or Human Anatomy and Physiology Laboratory Pedagogy or Senior Capstone | 2 |
| Biology or Computational Course | | 3 |
| Biology or Computational Course | | 3 |
| Elective | | 3 |
| Hours | | 12 |
| Total Hours | | 120 |

4-Year Plan for Students requiring ENGL 101 and MATH 143

| | | |
|--|---|--------------|
| Fall Term 1 | | Hours |
| COMM 101 | Fundamentals of Oral Communication | 3 |
| ENGL 101 | Writing and Rhetoric I | 3 |
| MATH 143 | College Algebra | 3 |
| MATH 144 | Precalculus II: Trigonometry | 1 |
| BIOL 101 | Opportunities in Biological Sciences | 1 |
| Humanistic & Artistic Ways of Knowing Course | | 3 |
| Hours | | 14 |
| Spring Term 1 | | |
| ENGL 102 | Writing and Rhetoric II | 3 |
| CHEM 111 | General Chemistry I | 3 |
| CHEM 111L | General Chemistry I Laboratory | 1 |
| MATH 170 | Calculus I | 4 |
| CS 120 | Computer Science I | 4 |
| Hours | | 15 |
| Fall Term 2 | | |
| BIOL 115 | Cells and the Evolution of Life | 3 |
| BIOL 115L | Cells and the Evolution of Life Laboratory | 1 |
| CHEM 112 | General Chemistry II | 4 |
| CHEM 112L | General Chemistry II Laboratory | 1 |
| MATH 175 | Calculus II | 4 |
| Social & Behavioral Ways of Knowing Course | | 3 |
| Hours | | 16 |
| Spring Term 2 | | |
| CS 121 | Computer Science II | 3 |
| CHEM 277 | Organic Chemistry I | 3 |
| MATH 176 | Discrete Mathematics | 3 |
| Social & Behavioral Ways of Knowing Course | | 3 |
| Humanistic & Artistic Ways of Knowing Course | | 3 |
| Hours | | 15 |
| Fall Term 3 | | |
| BIOL 310 | Genetics | 3 |
| STAT 301 | Probability and Statistics | 3 |
| BIOL 380 | Biochemistry I | 4 |
| American Diversity Course | | 3 |
| Written Communications Course | | 3 |
| Hours | | 16 |
| Spring Term 3 | | |
| CS 212 | Practical Python | 3 |
| BIOL 312 | Molecular and Cellular Biology | 3 |
| BIOL 444 | Genomics | 3 |
| Biology or Computational Elective | | 3 |
| Elective | | 2 |
| Hours | | 14 |
| Fall Term 4 | | |
| CS 395 or CS 360 | Analysis of Algorithms or Database Systems | 3 |
| Biology or Computational Elective | | 3 |
| Biology or Computational Elective | | 3 |
| International Course | | 3 |

| | | |
|---|--|------------|
| Elective | | 3 |
| | Hours | 15 |
| Spring Term 4 | | |
| BIOL 446 or BIOL 482 or BIOL 487 | Phylogenetics or Protein Structure and Function or Cellular and Molecular Basis of Disease | 3 |
| CS 415 | Computational Biology: Sequence Analysis | 3 |
| BIOL 421 | Advanced Evolution | 3 |
| BIOL 400 | Seminar | 1 |
| BIOL 401 or BIOL 407 or BIOL 408 or BIOL 411 | Undergraduate Research or Practicum in Biology Laboratory Teaching or Human Anatomy and Physiology Laboratory Pedagogy or Senior Capstone | 2 |
| Biology or Computational Elective | | 3 |
| | Hours | 15 |
| | Total Hours | 120 |

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Learn and integrate: Through independent learning and collaborative study, students will attain, use, and develop knowledge in biology, computer science, and related disciplines with specialization in bioinformatics, integrating information across these disciplines. Students will be able to analyze biological datasets to understand living systems.

Think and create: Students will be able to use multiple thinking strategies to examine issues in bioinformatics, including, in particular, the design and computational analysis of biological datasets. Students will be able to apply bioinformatics knowledge to real world challenges, such as those that may be encountered in applied areas, solving problems using creative avenues of expression.

Communicate: Students will be able to acquire and analyze bioinformatics information from the scientific literature. Students will be able to convey bioinformatics information via verbal, written, and other non-verbal methods such as appropriate statistical analyses and graphics.

Clarify purpose and perspective: The program will allow students to explore bioinformatics in the context of their career and life's purpose as well as to apply perspectives to novel issues or problems within bioinformatics or other disciplines to foster an understanding of diverse global perspectives.

Practice citizenship: Students will understand and accept their roles as educated bioinformaticians and scientists in society. Students will be able to communicate with others, including non-scientists, from the special perspective of an educated bioinformatician. Students will be able to apply their understanding of bioinformatics to collaboratively engage with a diverse world.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

The Biological Sciences Assessment Committee will identify key courses at early, middle, and late stages of the curriculum that address each of the learning outcomes. The assessment committee will work with the instructors of these courses to identify appropriate assignments, exams, or projects that best align with the program learning outcome(s). Data from these courses on one learning outcome per year will be entered into Anthology for analysis by the department chair during annual program review. Additional program data will be evaluated, including enrollment, graduation, and retention data. Assessment data will be presented to the departmental faculty for discussion and suggestions for improvement, including curricular adjustments, and recruitment and retention activities. This discussion will be used to set goals to improve the program and generate plans to meet those goals. The annual report will be reviewed the college dean and provost's office and their feedback will be incorporated into the departmental plan. The following year, the department will assess progress towards these goals and determine whether the plan has improved the program or if further adjustments are needed.

How will you ensure that the assessment findings will be used to improve the program?

During the annual assessment process, the goals and plan from the previous year will be evaluated to determine if changes improved the program or if further adjustments are needed.

What direct and indirect measures will be used to assess student learning?

The Biological Sciences Assessment Committee will identify key courses at early, middle, and late stages of the curriculum that address each of the learning outcomes. The assessment committee will work with the instructors of these courses to identify appropriate assignments, exams, or projects that best align with the program learning outcome(s). Direct measures will include student performance on these class activities, and enrollment, retention, and completion data. Indirect measures will include student responses in the senior survey and course evaluations.

When will assessment activities occur and at what frequency?

Assessment will occur annually, with the submission of the annual program review to the college at the end of October each year.

Student Learning Outcomes**Learning Objectives**

Learn and integrate: Through independent learning and collaborative study, students will attain, use, and develop knowledge in biology, computer science, and related disciplines with specialization in bioinformatics, integrating information across these disciplines. Students will be able to analyze biological datasets to understand living systems.

Think and create: Students will be able to use multiple thinking strategies to examine issues in bioinformatics, including, in particular, the design and computational analysis of biological datasets. Students will be able to apply bioinformatics knowledge to real world challenges, such as those that may be encountered in applied areas, solving problems using creative avenues of expression.

Communicate: Students will be able to acquire and analyze bioinformatics information from the scientific literature. Students will be able to convey bioinformatics information via verbal, written, and other non-verbal methods such as appropriate statistical analyses and graphics.

Clarify purpose and perspective: The program will allow students to explore bioinformatics in the context of their career and life's purpose as well as to apply perspectives to novel issues or problems within bioinformatics or other disciplines to foster an understanding of diverse global perspectives.

Practice citizenship: Students will understand and accept their roles as educated bioinformaticians and scientists in society.

Students will be able to communicate with others, including non-scientists, from the special perspective of an educated bioinformatician. Students will be able to apply their understanding of bioinformatics to collaboratively engage with a diverse world.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

We are proposing to add a BS degree in Bioinformatics to complement existing degrees in Biological Sciences at U of I (Biology, Biochemistry, Microbiology, Medical Sciences). This addition will provide students the opportunity for coursework and training that is relevant to modern fields and careers in biology and medicine. The university has a wealth of world-class faculty with expertise in bioinformatics, especially in evolutionary and computational biology, that will contribute courses to the degree. U of I has excellent MS and PhD programs in Bioinformatics and Computational Biology (BCB), and is developing a non-thesis MS program in BCB. A BS degree in bioinformatics will prepare students well for these graduate programs and will serve as a foundation for a future 4 + 1 MS degree in BCB. The BCB graduate programs are housed in the College of Science, and the majority of faculty participants in BCB are faculty in the Department of Biological Sciences, thus we have unparalleled expertise to offer a rigorous bachelor's degree in bioinformatics. The curriculum consists of courses that are currently offered in Biological Sciences, Mathematics and Statistical Sciences, and Computer Science at U of I, thus will minimally affect current faculty workloads. The degree will be administered by the Department of Biological Sciences, which has adequate staff to support the degree program and additional students.

Supporting Documents

Program_Overview_National Scope.pdf
 Program_Development_and_Review_Regional Data.pdf
 536 Bioinformatics BS Program Description.pdf

Reviewer Comments

Tanya Miura (tmiura) (Tue, 26 Sep 2023 15:26:51 GMT): Rollback: update degree map

Linda Lundgren (lindalundgren) (Thu, 12 Oct 2023 23:34:56 GMT): 10/12/23: Uploaded program description.

Linda Lundgren (lindalundgren) (Tue, 17 Oct 2023 18:15:29 GMT): Per Tanya Miura change self-support answer to "no"

Linda Lundgren (lindalundgren) (Tue, 17 Oct 2023 18:41:22 GMT): Region II added to Full proposal Form (Moscow is Region II)

Gwen Gorzelsky (gwen) (Thu, 26 Oct 2023 00:04:08 GMT): Rolling back to request 3 changes: 1.) Replace U of I budget proposal form with SBOE full proposal budget form. 2.) Correct SBOE proposal form by unchecking the box for self-support. 3.) Verify that figures in response to SBOE Q#8 are conservative estimates or revise if needed.

Gwen Gorzelsky (gwen) (Thu, 26 Oct 2023 00:06:49 GMT): Rollback: Rolling back per email sent to Tanya M. @ ~5 PM Wed. 10.25.23 and comment in this form. 3 changes: 1.) Replace U of I budget proposal form with SBOE full proposal budget form. 2.) Correct SBOE

proposal form by unchecking the box for self-support. 3.) Verify that figures in response to SBOE Q#8 are conservative estimates or revise if needed.

Tanya Miura (tmiura) (Wed, 15 Nov 2023 00:06:07 GMT): Uploaded revised SBOE proposal and budget forms.

Rebecca Frost (rfrost) (Wed, 07 Feb 2024 19:17:12 GMT): Updated entry to catalog format. Added 4 year plan with an ENGL 101 and MATH 143 start. Department should review in case of offering information not included in catalog.

Sydney Beal (sbeal) (Wed, 21 Feb 2024 20:07:08 GMT): Removed BCB 420 and 421 from Computational Electives due to courses not appearing in CIM or the catalog

Key: 536

536 Bioinformatics BS Program Description:

This interdisciplinary program combines coursework in biology, mathematics and statistics, and computer science. Students will learn to develop and apply computation and high-performance computing to analyze and interpret complex biological data sets.

Bioinformatics (26.1103)

Contents

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| Program Definition | 2 |
| Competitive Landscape | 3 |
| Labor Market Demand | 6 |
| Relevant Skills | 16 |

About Lightcast

Lightcast is a labor market analytics firm that is passionate about providing meaningful data for colleges and their students.

Our data is trusted by a breadth of users including researchers at colleges and universities, economic development organizations, and Fortune 500 companies.

Lightcast data offers a three-pronged approach to labor market information:

1. Our traditional LMI combines dozens of government sources from agencies like the Bureau of Economic Analysis, U.S. Census Bureau, and Bureau of Labor Statistics into one dataset that details industries, occupations, demographics, academic programs, and more.
2. Lightcast's job posting analytics give a real-time look into the needs of employers in today's labor market. Each month, millions of postings are scraped from employer sites and job boards, de-duplicated, and compiled into an actionable dataset.
3. Lightcast also leverages workforce profiles—an innovative database of more than 100 million resumés and professional profiles that are aggregated from the open web. These profiles unify information for workers—such as education, employment history, skills, and more—to reveal robust detail on what is happening in today's workforce.

Together, these data related to labor market demand, relevant skills, and the competitive landscape help colleges and universities make informed decisions about their program offerings.

Program Definition

Institution:

| Code | Description |
|--------|---------------------|
| 142285 | University of Idaho |

Program in Question:

| Code | Description |
|---------|----------------|
| 26.1103 | Bioinformatics |

Competitive Landscape

Institution Sectors:

| Description |
|---|
| Administrative Unit Only |
| Public, 4-year or above |
| Private not-for-profit, 4-year or above |
| Private for-profit, 4-year or above |
| Public, 2-year |

| Description |
|--|
| Private not-for-profit, 2-year |
| Private for-profit, 2-year |
| Public, less-than-2-year |
| Private not-for-profit, less-than-2-year |
| Private for-profit, less-than-2-year |

Education Levels:

| Description |
|-------------------|
| Bachelor's Degree |

Program Type:

| Description |
|--|
| Distance Offered (Includes Hybrid & Mixed Modality Programs) |

| Description |
|-------------------------------|
| Non-Distance Offered Programs |

Region:

| Code | Description |
|------|-------------|
| 8 | Colorado |
| 16 | Idaho |
| 30 | Montana |
| 41 | Oregon |

| Code | Description |
|------|-------------|
| 49 | Utah |
| 53 | Washington |
| 56 | Wyoming |

Student Charges Type:Tuition & Fees

Student Charges Grad Status:Undergraduate

Student Charges Residency:In-State

Program Overview

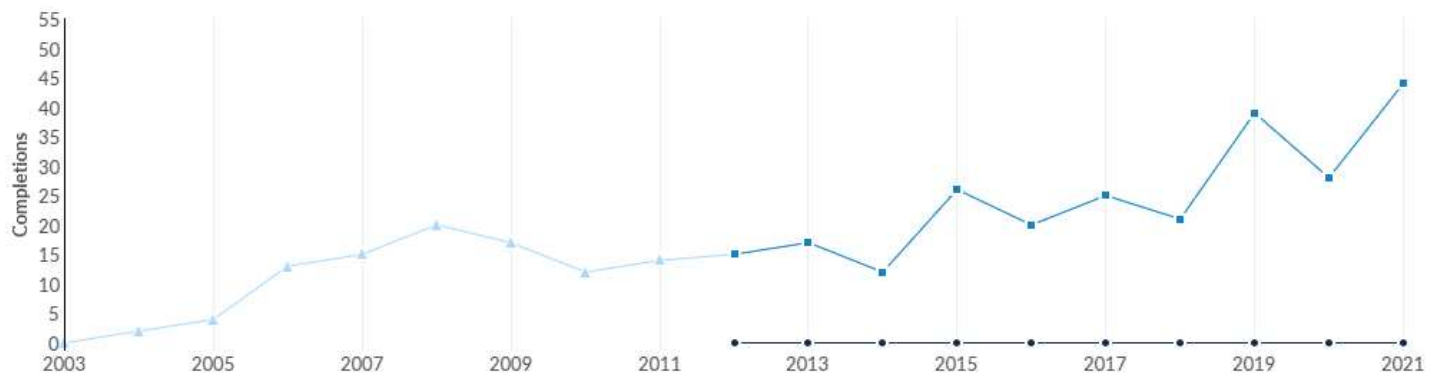


| | Completions (2021) | % Completions | Institutions (2021) | % Institutions |
|---------------------------------|--------------------|---------------|---------------------|----------------|
| ● All Programs | 44 | 100% | 3 | 100% |
| ● Distance Offered Programs | 0 | 0% | 0 | 0% |
| ● Non-Distance Offered Programs | 44 | 100% | 3 | 100% |

Completions by Institution

| Institution | Bachelor's Degree Completions (2021) | Growth % YOY (2021) | Market Share (2021) | IPEDS Tuition & Fees (2021) | Completions Trend (2017-2021) |
|--------------------------|--------------------------------------|---------------------|---------------------|-----------------------------|-------------------------------|
| Brigham Young University | 40 | 90.5% | 90.9% | \$6,120 | |
| Pacific University | 3 | 50.0% | 6.8% | \$50,070 | |
| Dixie State University | 1 | Insf. Data | 2.3% | \$5,862 | |

Regional Trends



| | 2012 Completions | 2021 Completions | % Change |
|---------------------------------|------------------|------------------|----------|
| ● Distance Offered Programs | 0 | 0 | 0.0% |
| ■ Non-Distance Offered Programs | 15 | 44 | +193.3% |
| ▲ All Programs | 15 | 44 | +193.3% |

Labor Market Demand

Labor Market Area Selection:

| Code | Description |
|------|-------------|
| 8 | Colorado |
| 16 | Idaho |
| 30 | Montana |
| 41 | Oregon |

| Code | Description |
|------|-------------|
| 49 | Utah |
| 53 | Washington |
| 56 | Wyoming |

Target Occupations:

| Code | Description |
|---------|--|
| 11-9121 | Natural Sciences Managers |
| 19-1029 | Biological Scientists, All Other |
| 15-1221 | Computer and Information Research Scientists |
| 15-1252 | Software Developers |

| Code | Description |
|---------|---------------------------------|
| 15-1299 | Computer Occupations, All Other |
| 15-2041 | Statisticians |
| 19-4021 | Biological Technicians |
| 43-9111 | Statistical Assistants |

Degree Levels:

| Description |
|-------------------|
| Bachelor's degree |

Completions Year (default):2021

Jobs Year (default):2022

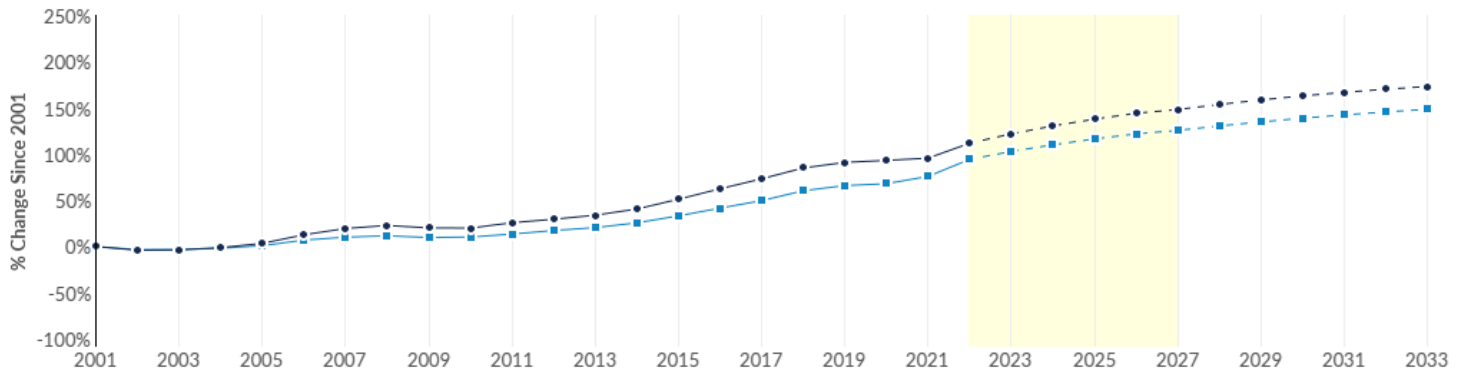
Target Occupations

**Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree*

| | | | |
|---|--|---|---|
| <p>121,423 Jobs (2022)* 37% <i>above</i> National average*</p> | <p>+17.8% % Change (2022-2027)* Nation: +16.7%*</p> | <p>\$59.58/hr \$123.9K/yr Median Earnings Nation: \$56.56/hr; \$117.6K/yr</p> | <p>13,420 Annual Openings*</p> |
|---|--|---|---|

| Occupation | 2022 Jobs* | Annual Openings* | Median Earnings | Growth (2022 - 2027)* |
|--|------------|------------------|-----------------|-----------------------|
| Software Developers | 96,808 | 10,730 | \$64.68/hr | +19.32% |
| Computer Occupations, All Other | 14,074 | 1,418 | \$45.56/hr | +12.52% |
| Biological Technicians | 3,232 | 483 | \$22.75/hr | +6.75% |
| Natural Sciences Managers | 2,300 | 237 | \$62.05/hr | +9.65% |
| Biological Scientists, All Other | 2,241 | 233 | \$39.22/hr | +6.65% |
| Statisticians | 1,474 | 172 | \$44.19/hr | +19.47% |
| Computer and Information Research Scientists | 1,148 | 129 | \$65.86/hr | +18.47% |
| Statistical Assistants | 145 | 19 | \$23.85/hr | +6.90% |

Regional Trends



| Region | 2022 Jobs | 2027 Jobs | Change | % Change |
|----------|-----------|-----------|---------|----------|
| ● Region | 258,817 | 303,431 | 44,614 | 17.2% |
| ■ Nation | 2,403,699 | 2,790,640 | 386,941 | 16.1% |

Occupation Gender Breakdown



| Gender | 2022 Jobs | 2022 Percent |
|-----------|-----------|--------------|
| ● Males | 196,856 | 76.1% |
| ● Females | 61,962 | 23.9% |

Occupation Age Breakdown




| Age | 2022 Jobs | 2022 Percent |
|-------|-----------|--------------|
| 14-18 | 422 | 0.2% |
| 19-24 | 14,118 | 5.5% |
| 25-34 | 81,980 | 31.7% |
| 35-44 | 78,298 | 30.3% |
| 45-54 | 50,885 | 19.7% |
| 55-64 | 26,656 | 10.3% |
| 65+ | 6,459 | 2.5% |

Occupation Race/Ethnicity Breakdown



| Race/Ethnicity | 2022 Jobs | 2022 Percent |
|---|-----------|--------------|
| White | 158,418 | 61.2% |
| Asian | 72,094 | 27.9% |
| Hispanic or Latino | 14,008 | 5.4% |
| Two or More Races | 8,067 | 3.1% |
| Black or African American | 4,860 | 1.9% |
| American Indian or Alaska Native | 832 | 0.3% |
| Native Hawaiian or Other Pacific Islander | 538 | 0.2% |

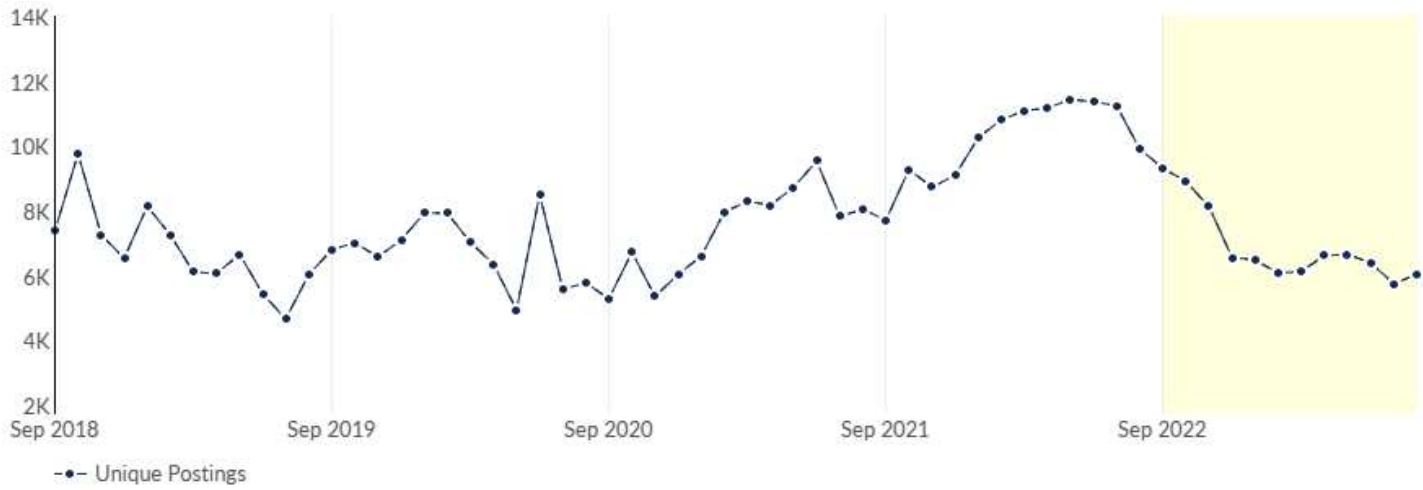
Job Postings Summary

| | | | |
|---|--|---|---|
| <p style="text-align: center;">83,085</p> <p style="text-align: center;">Unique Postings 196,962 Total Postings</p> | <p style="text-align: center;">2 : 1</p> <p style="text-align: center;">Posting Intensity</p>  <p style="text-align: center;">Regional Average: 3 : 1</p> | <p style="text-align: center;">7,991</p> <p style="text-align: center;">Employers Competing 127,572 Total Employers</p> | <p style="text-align: center;">29 days</p> <p style="text-align: center;">Median Posting Duration Regional Average: 30 days</p> |
|---|--|---|---|

There were **196,962** total job postings for your selection from September 2022 to August 2023, of which **83,085** were unique. These numbers give us a Posting Intensity of **2-to-1**, meaning that for every 2 postings there is 1 unique job posting.

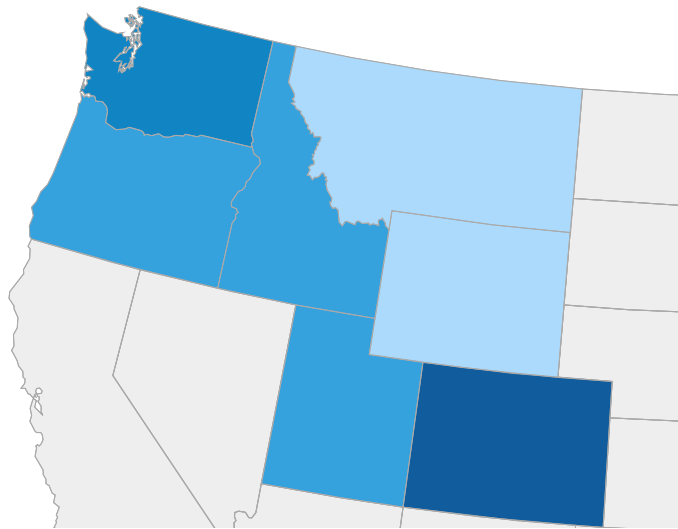
This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

Unique Postings Trend













| Month | Unique Postings | Posting Intensity |
|----------|-----------------|-------------------|
| Aug 2023 | 6,034 | 2 : 1 |
| Jul 2023 | 5,754 | 3 : 1 |
| Jun 2023 | 6,399 | 3 : 1 |
| May 2023 | 6,659 | 2 : 1 |
| Apr 2023 | 6,619 | 2 : 1 |
| Mar 2023 | 6,133 | 3 : 1 |
| Feb 2023 | 6,076 | 2 : 1 |
| Jan 2023 | 6,488 | 2 : 1 |
| Dec 2022 | 6,560 | 2 : 1 |
| Nov 2022 | 8,132 | 2 : 1 |
| Oct 2022 | 8,911 | 2 : 1 |
| Sep 2022 | 9,320 | 2 : 1 |

Job Postings Regional Breakdown













| State | Unique Postings (Sep 2022 - Aug 2023) |
|------------|---------------------------------------|
| Colorado | 29,698 |
| Washington | 23,566 |
| Oregon | 11,095 |
| Utah | 8,849 |
| Idaho | 7,191 |









Top Companies Posting

| Company | Total/Unique (Sep 2022 - Aug 2023) | Posting Intensity | Median Posting Duration |
|-----------------------|------------------------------------|--|-------------------------|
| Boeing | 9,205 / 3,113 | 3 : 1  | 18 days |
| Northrop Grumman | 9,566 / 2,288 | 4 : 1  | 30 days |
| Amazon | 5,508 / 1,987 | 3 : 1  | 35 days |
| Raytheon Technologies | 6,387 / 1,792 | 4 : 1  | 31 days |
| Humana | 2,947 / 1,206 | 2 : 1  | 41 days |
| Blue Origin | 2,032 / 1,070 | 2 : 1  | 31 days |
| Guidehouse | 1,084 / 896 | 1 : 1  | 31 days |
| Randstad | 1,481 / 839 | 2 : 1  | 22 days |
| Spectrum | 5,661 / 833 | 7 : 1  | 29 days |
| Lockheed Martin | 2,836 / 802 | 4 : 1  | 31 days |











Top Cities Posting

| City | Total/Unique (Sep 2022 - Aug 2023) | Posting Intensity | Median Posting Duration |
|----------------------|------------------------------------|---|-------------------------|
| Seattle, WA | 27,649 / 11,230 | 2 : 1  | 30 days |
| Denver, CO | 21,234 / 8,619 | 2 : 1  | 27 days |
| Colorado Springs, CO | 16,575 / 4,971 | 3 : 1  | 30 days |
| Boise, ID | 14,725 / 4,151 | 4 : 1  | 30 days |
| Portland, OR | 7,470 / 3,438 | 2 : 1  | 30 days |
| Englewood, CO | 10,279 / 2,777 | 4 : 1  | 32 days |
| Salt Lake City, UT | 5,915 / 2,676 | 2 : 1  | 29 days |
| Salem, OR | 3,567 / 2,419 | 1 : 1  | 29 days |
| Redmond, WA | 6,546 / 2,357 | 3 : 1  | 29 days |
| Aurora, CO | 6,471 / 2,275 | 3 : 1  | 28 days |

Top Posted Occupations

| Occupation (SOC) | Total/Unique (Sep 2022 - Aug 2023) | Posting Intensity | Median Posting Duration |
|--|------------------------------------|---|-------------------------|
| Software Developers | 109,170 / 46,621 | 2 : 1  | 29 days |
| Computer Occupations, All Other | 73,355 / 30,752 | 2 : 1  | 29 days |
| Natural Sciences Managers | 7,253 / 2,801 | 3 : 1  | 30 days |
| Biological Technicians | 2,727 / 940 | 3 : 1  | 31 days |
| Biological Scientists, All Other | 2,528 / 936 | 3 : 1  | 30 days |
| Statisticians | 1,039 / 587 | 2 : 1  | 28 days |
| Computer and Information Research Scientists | 844 / 429 | 2 : 1  | 28 days |
| Statistical Assistants | 46 / 19 | 2 : 1  | 18 days |

Top Posted Job Titles

| Job Title | Total/Unique (Sep 2022 - Aug 2023) | Posting Intensity | Median Posting Duration |
|--------------------------------|------------------------------------|---|-------------------------|
| Software Engineers | 13,515 / 5,694 | 2 : 1  | 29 days |
| Systems Engineers | 8,275 / 2,558 | 3 : 1  | 30 days |
| Principal Software Engineers | 4,905 / 1,577 | 3 : 1  | 31 days |
| Software Development Engineers | 4,396 / 1,418 | 3 : 1  | 33 days |
| Software Developers | 2,556 / 1,154 | 2 : 1  | 30 days |
| Principal Systems Engineers | 3,869 / 1,115 | 3 : 1  | 31 days |
| DevOps Engineers | 1,737 / 943 | 2 : 1  | 27 days |
| Scrum Masters | 1,330 / 688 | 2 : 1  | 26 days |
| Embedded Software Engineers | 1,538 / 658 | 2 : 1  | 29 days |
| Solutions Architects | 1,039 / 635 | 2 : 1  | 31 days |

Rank as a Talent Provider

Lightcast's workforce profile data shows University of Idaho has 1,667 alumni working regionally in the occupations *Natural Sciences Managers, Biological Scientists, All Other, Computer and Information Research Scientists, Software Developers, Computer Occupations, All Other, Statisticians, Biological Technicians, and Statistical Assistants*. These 1,667 alumni represent 0.44% of regional profiles working in these occupations, which ranks your institution 42nd among regional talent providers.

| | | |
|---|--|--|
| <p>1,667</p> <p>Your Alumni in Region Working in Target Occupations</p> | <p>0.44%</p> <p>Percent of Regional Profiles Working in Target Occupations</p> | <p>42</p> <p>Your Rank as a Regional Talent Provider</p> |
|---|--|--|

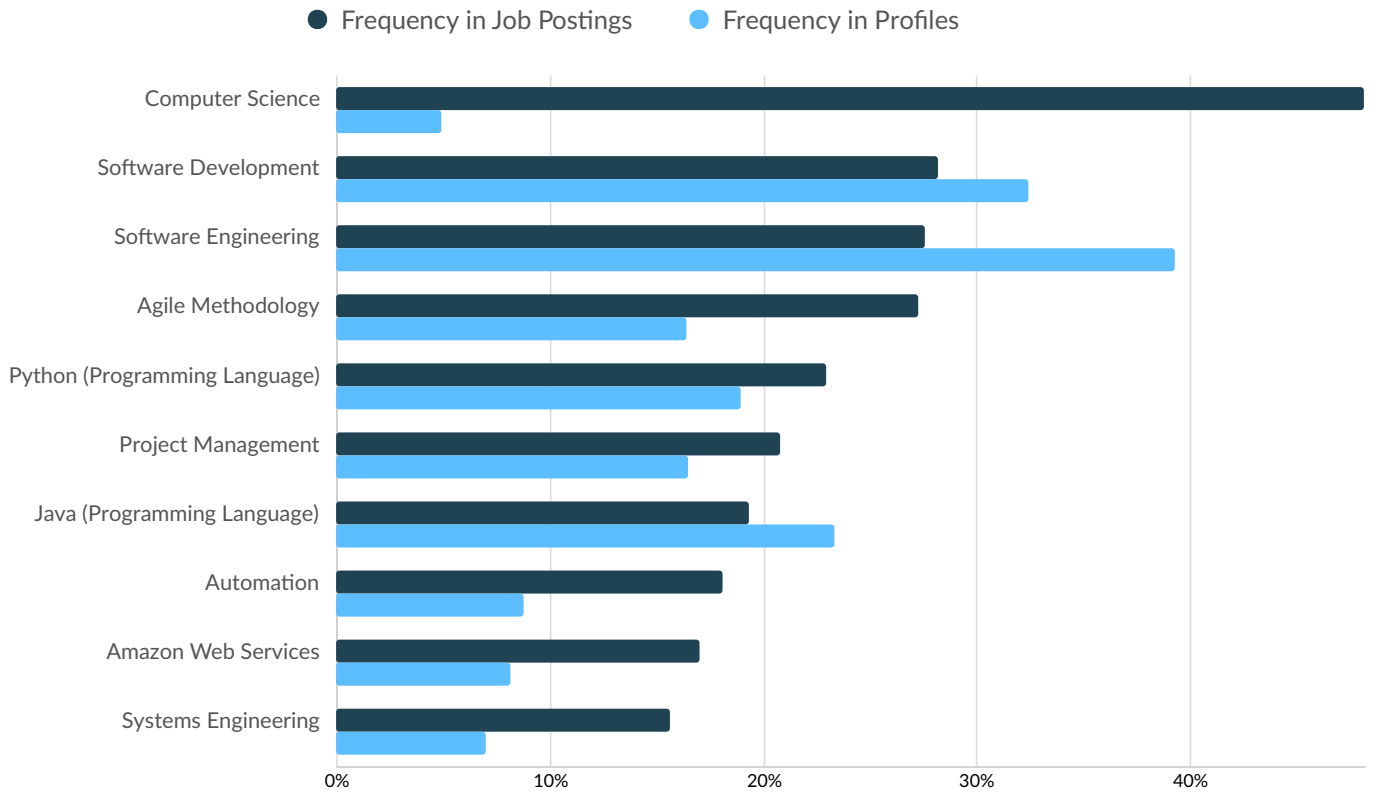
Top Talent Providers

The top regional institutions supplying the labor market with workers employed in the target occupations listed above, based on Lightcast's workforce profile data.

| School | Profiles | Percent |
|---|----------|---------|
| University of Washington-Seattle Campus | 19,343 | 5.12% |
| University of Colorado Boulder | 8,469 | 2.24% |
| Brigham Young University | 7,268 | 1.92% |
| University of Utah | 6,621 | 1.75% |
| Colorado State University-Fort Collins | 6,012 | 1.59% |
| Oregon State University | 5,312 | 1.41% |
| Portland State University | 4,511 | 1.19% |
| Washington State University | 4,071 | 1.08% |
| Utah State University | 3,382 | 0.89% |
| University of Colorado Denver/Anschutz Medical Campus | 3,270 | 0.87% |

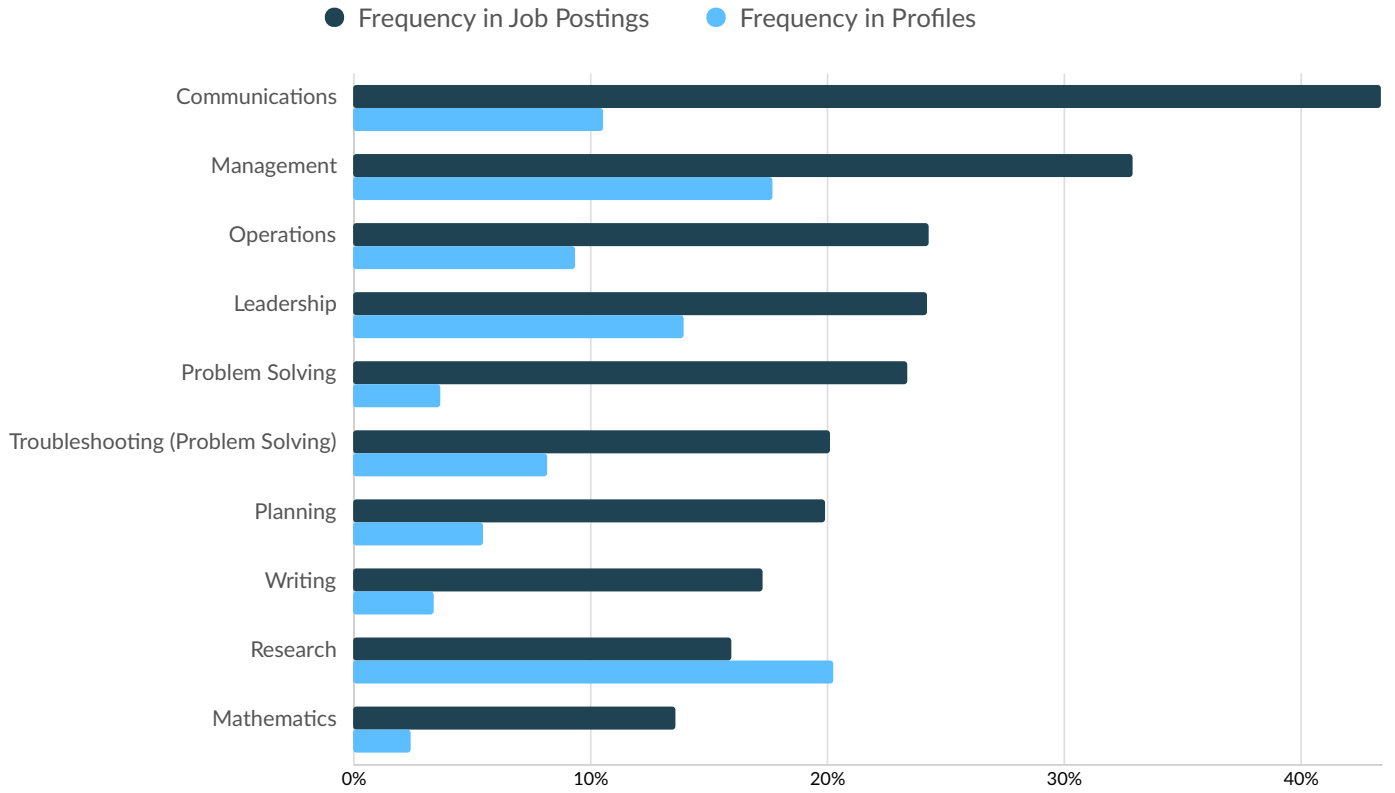
Relevant Skills

Top Specialized Skills



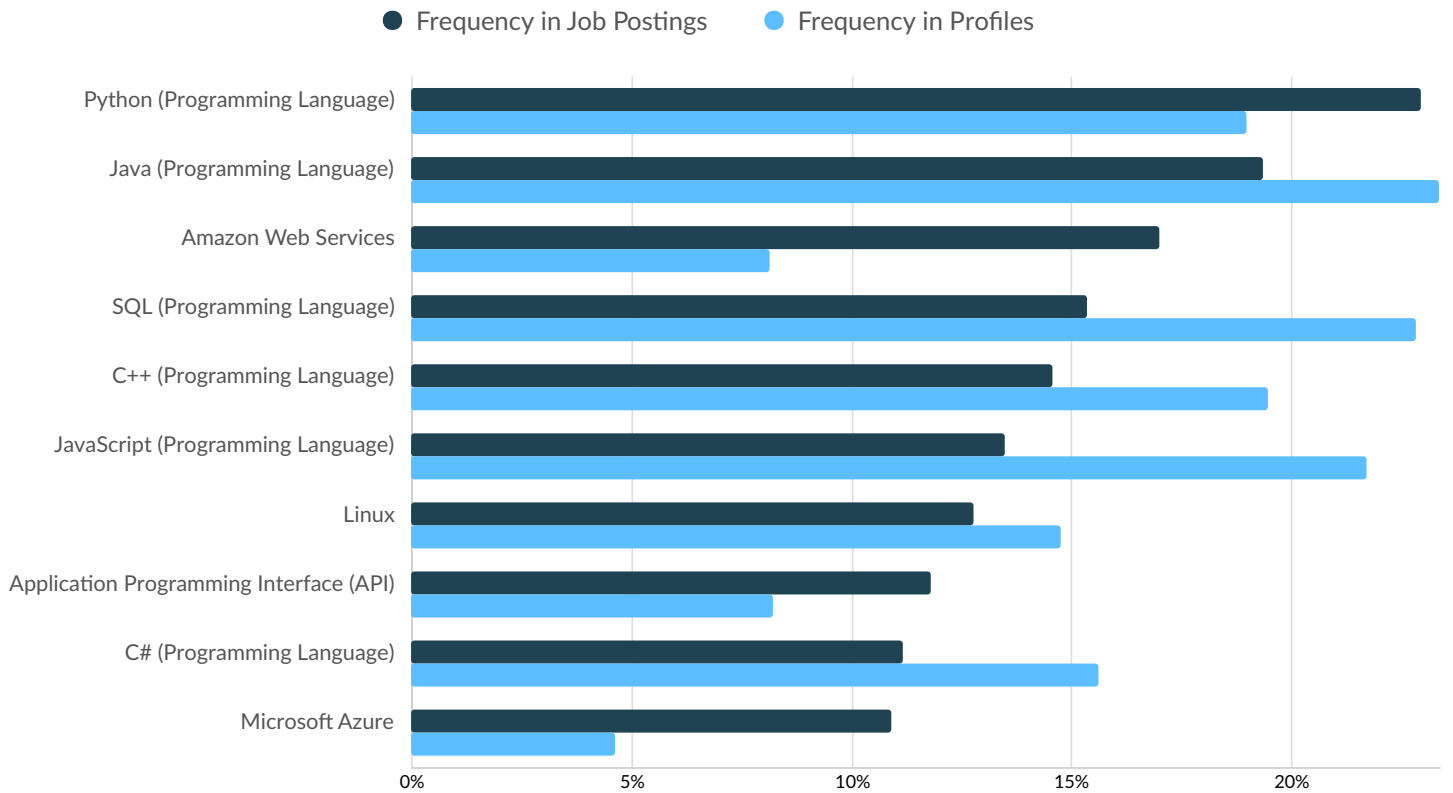
| Skills | Postings | % of Total Postings | Profiles | % of Total Profiles |
|-------------------------------|----------|---------------------|----------|---------------------|
| Computer Science | 40,018 | 48% | 17,333 | 5% |
| Software Development | 23,455 | 28% | 114,683 | 32% |
| Software Engineering | 22,937 | 28% | 138,792 | 39% |
| Agile Methodology | 22,665 | 27% | 57,957 | 16% |
| Python (Programming Language) | 19,052 | 23% | 67,038 | 19% |
| Project Management | 17,274 | 21% | 58,264 | 16% |
| Java (Programming Language) | 16,082 | 19% | 82,462 | 23% |
| Automation | 15,019 | 18% | 31,051 | 9% |
| Amazon Web Services | 14,129 | 17% | 28,769 | 8% |
| Systems Engineering | 13,000 | 16% | 24,804 | 7% |

Top Common Skills



| Skills | Postings | % of Total Postings | Profiles | % of Total Profiles |
|-----------------------------------|----------|---------------------|----------|---------------------|
| Communications | 36,083 | 43% | 37,269 | 11% |
| Management | 27,365 | 33% | 62,604 | 18% |
| Operations | 20,204 | 24% | 33,163 | 9% |
| Leadership | 20,135 | 24% | 49,320 | 14% |
| Problem Solving | 19,473 | 23% | 13,014 | 4% |
| Troubleshooting (Problem Solving) | 16,729 | 20% | 29,021 | 8% |
| Planning | 16,578 | 20% | 19,445 | 6% |
| Writing | 14,362 | 17% | 12,039 | 3% |
| Research | 13,288 | 16% | 71,704 | 20% |
| Mathematics | 11,336 | 14% | 8,618 | 2% |

Top Software Skills



| Skills | Postings | % of Total Postings | Profiles | % of Total Profiles |
|---|----------|---------------------|----------|---------------------|
| Python (Programming Language) | 19,052 | 23% | 67,038 | 19% |
| Java (Programming Language) | 16,082 | 19% | 82,462 | 23% |
| Amazon Web Services | 14,129 | 17% | 28,769 | 8% |
| SQL (Programming Language) | 12,759 | 15% | 80,614 | 23% |
| C++ (Programming Language) | 12,119 | 15% | 68,754 | 19% |
| JavaScript (Programming Language) | 11,215 | 13% | 76,680 | 22% |
| Linux | 10,623 | 13% | 52,113 | 15% |
| Application Programming Interface (API) | 9,809 | 12% | 29,016 | 8% |
| C# (Programming Language) | 9,292 | 11% | 55,132 | 16% |
| Microsoft Azure | 9,071 | 11% | 16,379 | 5% |

Top Qualifications

| Qualification | Postings with Qualification |
|---|-----------------------------|
| Security Clearance | 8,017 |
| Top Secret-Sensitive Compartmented Information (TS/SCI Clearance) | 5,426 |
| Secret Clearance | 5,280 |
| Top Secret Clearance | 2,589 |
| Project Management Professional Certification | 2,282 |
| Valid Driver's License | 2,146 |
| CompTIA Security+ | 1,852 |
| Certified Information Systems Security Professional | 1,561 |
| Cisco Certified Network Associate | 955 |
| Master Of Business Administration (MBA) | 947 |

Program Overview

Bioinformatics

Lightcast Q3 2023 Data Set

September 2023

University of Idaho



875 Perimeter Drive
Moscow, Idaho 83843

Parameters

Completions Year: 2021

Jobs Timeframe: 2022 - 2032

Job Postings Timeframe: Jul 2019 - Jul 2023

Programs:

| Code | Description |
|---------|----------------|
| 26.1103 | Bioinformatics |

Regions:

| Code | Description |
|------|---------------|
| 0 | United States |

Education Level:

| Description |
|-------------------|
| Bachelor's degree |

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

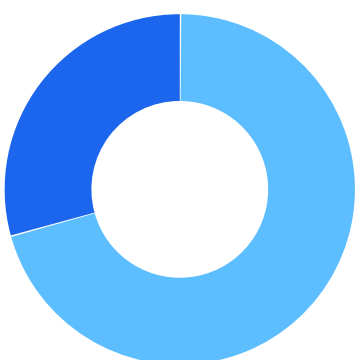
| | | |
|---|---|---|
| <p>31</p> <p>Institutions</p> <p>11% Growth (2017-2021)</p> | <p>354</p> <p>Completions</p> <p>37% Growth (2017-2021)</p> | <p>Completions Distribution</p> <p>Average: 11.4</p> <p>1 ————— 66</p> <p>Median: 3</p> |
|---|---|---|

Program Overview



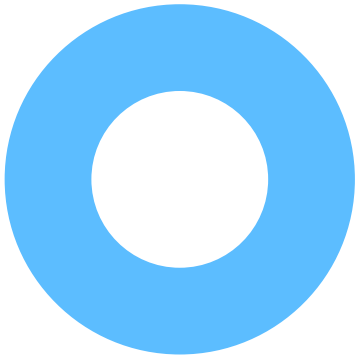
| | Completions (2021) | % Completions | Institutions (2021) | % Institutions |
|---------------------------------|--------------------|---------------|---------------------|----------------|
| ● All Programs | 354 | 100% | 31 | 100% |
| ● Distance Offered Programs | 0 | 0% | 0 | 0% |
| ● Non-Distance Offered Programs | 354 | 100% | 31 | 100% |

Market Share by Institution Type



| Institution Type | Completions (2021) | Market Share |
|---|--------------------|--------------|
| ● Public, 4-year or above | 250 | 70.6% |
| ● Private not-for-profit, 4-year or above | 104 | 29.4% |

Market Share by Program

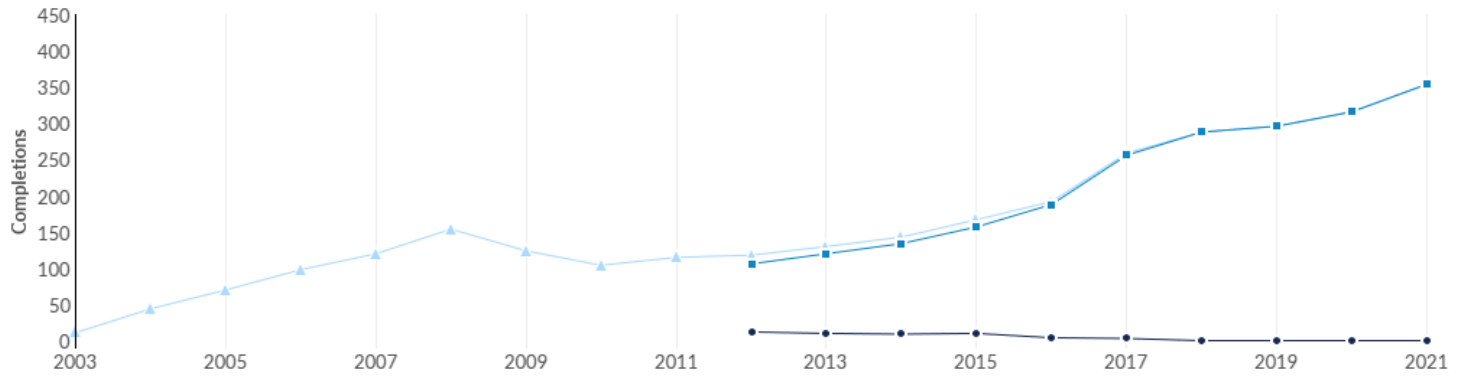


| Program | Completions (2021) | Market Share |
|----------------------------|--------------------|--------------|
| ● Bioinformatics (26.1103) | 354 | 100.0% |

Completions by Institution

| Institution | Bachelor's Degree Completions (2021) | Growth % YOY (2021) | Market Share (2021) | IPEDS Tuition & Fees (2021) | Completions Trend (2017-2021) |
|--|--------------------------------------|---------------------|---------------------|-----------------------------|-------------------------------|
| University of California-San Diego | 66 | -14.3% | 18.6% | \$14,700 | |
| CUNY New York City College of Technology | 47 | 11.9% | 13.3% | \$7,320 | |
| Brigham Young University | 40 | 90.5% | 11.3% | \$6,120 | |
| Virginia Commonwealth University | 37 | 48.0% | 10.5% | \$15,028 | |
| University of California-Santa Cruz | 36 | 100.0% | 10.2% | \$14,070 | |
| Loyola University Chicago | 21 | 90.9% | 5.9% | \$47,808 | |
| Arizona State University Campus Immersion | 14 | -17.6% | 4.0% | \$11,348 | |
| Rensselaer Polytechnic Institute | 13 | 85.7% | 3.7% | \$58,526 | |
| University of Pittsburgh-Pittsburgh Campus | 12 | -29.4% | 3.4% | \$20,362 | |
| University of Nebraska at Omaha | 10 | -9.1% | 2.8% | \$8,136 | |
| University of Maryland-Baltimore County | 9 | 80.0% | 2.5% | \$12,280 | |
| Rochester Institute of Technology | 6 | -33.3% | 1.7% | \$50,951 | |
| Baylor University | 6 | -14.3% | 1.7% | \$50,232 | |
| Michigan Technological University | 4 | 100.0% | 1.1% | \$18,215 | |
| Fontbonne University | 4 | Insf. Data | 1.1% | \$28,200 | |
| University of Arizona | 3 | -25.0% | 0.8% | \$12,404 | |
| Iowa State University | 3 | 50.0% | 0.8% | \$9,634 | |
| Pacific University | 3 | 50.0% | 0.8% | \$50,070 | |
| Marquette University | 3 | 0.0% | 0.8% | \$45,766 | |
| California State University-San Bernardino | 2 | 0.0% | 0.6% | \$7,213 | |

Regional Trends



| | 2012 Completions | 2021 Completions | % Change |
|-------------------------------|------------------|------------------|----------|
| Distance Offered Programs | 12 | 0 | -100.0% |
| Non-Distance Offered Programs | 106 | 354 | +234.0% |
| All Programs | 118 | 354 | +200.0% |

Regional Completions by Award Level

| Award Level | Completions (2021) | Percent |
|-------------------|--------------------|---------|
| Bachelor's Degree | 354 | 100.0% |



Similar Programs

235

Programs (2021)

560,720

Completions (2021)

| CIP Code | Program | Bachelor's Degree Completions (2021) |
|----------|--|--------------------------------------|
| 26.0101 | Biology/Biological Sciences, General | 81,399 |
| 52.0301 | Accounting | 48,145 |
| 52.1401 | Marketing/Marketing Management, General | 43,443 |
| 11.0701 | Computer Science | 39,014 |
| 11.0101 | Computer and Information Sciences, General | 25,818 |
| 52.0101 | Business/Commerce, General | 24,828 |
| 27.0101 | Mathematics, General | 21,022 |
| 51.0701 | Health/Health Care Administration/Management | 14,112 |
| 40.0501 | Chemistry, General | 13,856 |
| 11.0103 | Information Technology | 13,214 |


Target Occupations

*Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree

| | | | |
|-----------------------|---------------------------------|--|-----------------------------|
| 1.11M Jobs (2022)* | +27.4% % Change (2022-2032)* | \$56.56/hr \$117.6K/yr Median Earnings | 118,439 Annual Openings* |
|-----------------------|---------------------------------|--|-----------------------------|

| Occupation | 2022 Jobs* | Annual Openings* | Median Earnings | Growth (2022 - 2032)* |
|--|------------|------------------|-----------------|-----------------------|
| Software Developers | 822,117 | 88,976 | \$60.98/hr | +31.18% |
| Computer Occupations, All Other | 178,747 | 16,767 | \$46.80/hr | +16.16% |
| Natural Sciences Managers | 29,740 | 2,946 | \$69.44/hr | +12.96% |
| Biological Scientists, All Other | 28,623 | 2,968 | \$41.93/hr | +11.55% |
| Biological Technicians | 22,532 | 3,538 | \$23.87/hr | +15.08% |
| Computer and Information Research Scientists | 13,174 | 1,408 | \$65.69/hr | +27.52% |
| Statisticians | 12,803 | 1,510 | \$47.39/hr | +34.33% |
| Statistical Assistants | 2,615 | 326 | \$23.50/hr | +8.53% |











Job Postings Summary

| | | | |
|---|---|--|---|
| <p>4.09M Unique Postings 11.24M Total Postings</p> | <p>3 : 1 Posting Intensity  Regional Average: 3 : 1</p> | <p>98,740 Employers Competing 1.85M Total Employers</p> | <p>25 days Median Posting Duration Regional Average: 29 days</p> |
|---|---|--|---|











There were 11.24M total job postings for your selection from July 2019 to July 2023, of which 4.09M were unique. These numbers give us a Posting Intensity of 3-to-1, meaning that for every 3 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

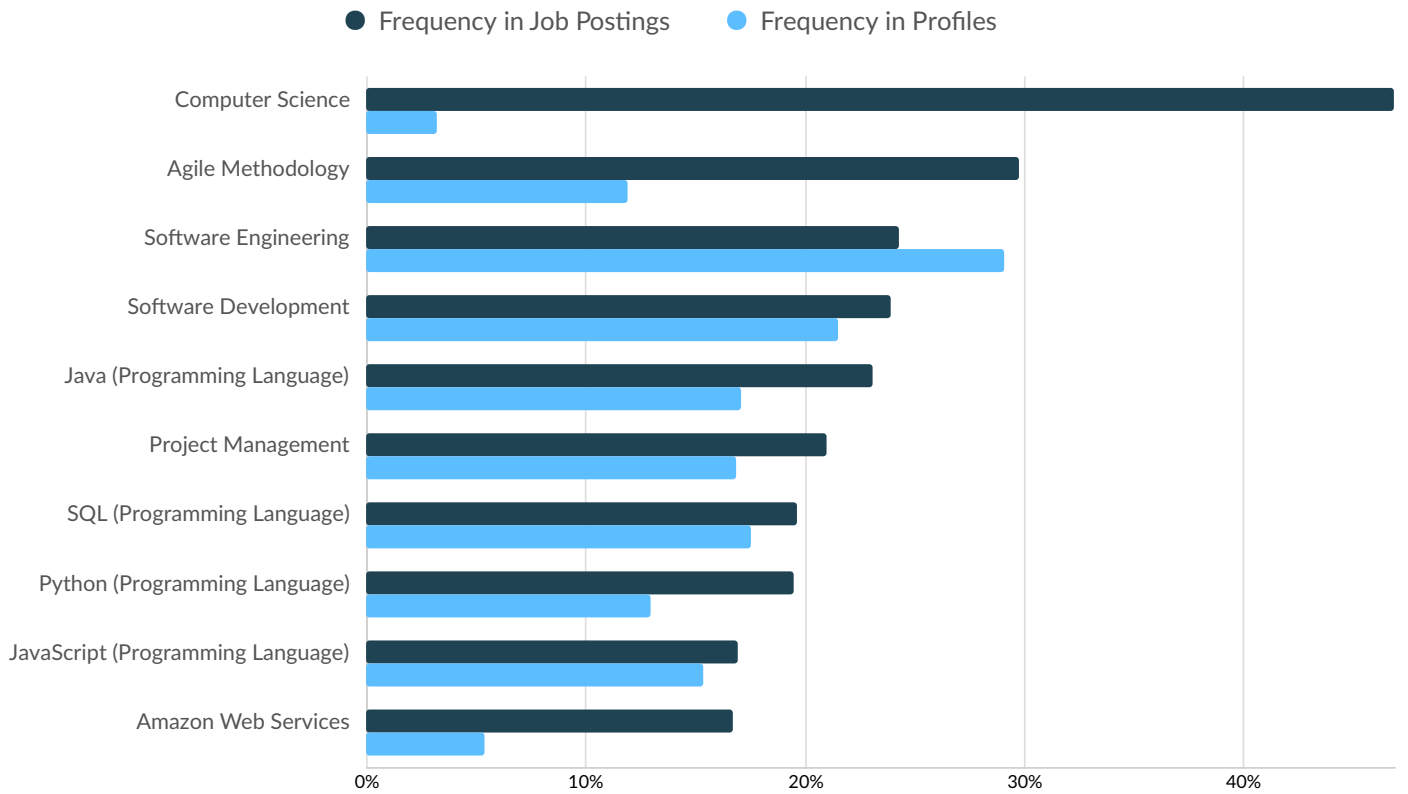
Top Companies Posting

| Company | Total/Unique (Jul 2019 - Jul 2023) | Posting Intensity | Median Posting Duration |
|-----------------------|------------------------------------|---|-------------------------|
| Randstad | 196,747 / 87,651 | 2 : 1  | 22 days |
| Deloitte | 103,947 / 55,415 | 2 : 1  | 24 days |
| Revature | 192,693 / 53,496 | 4 : 1  | 24 days |
| Amazon | 142,536 / 42,932 | 3 : 1  | 20 days |
| Boeing | 132,202 / 35,955 | 4 : 1  | 19 days |
| Northrop Grumman | 153,393 / 34,107 | 4 : 1  | 28 days |
| Raytheon Technologies | 126,944 / 34,103 | 4 : 1  | 28 days |
| CTG | 39,550 / 31,036 | 1 : 1  | 31 days |
| Elevance Health | 54,367 / 30,550 | 2 : 1  | 26 days |
| General Dynamics | 85,594 / 29,327 | 3 : 1  | 25 days |

Top Posted Job Titles

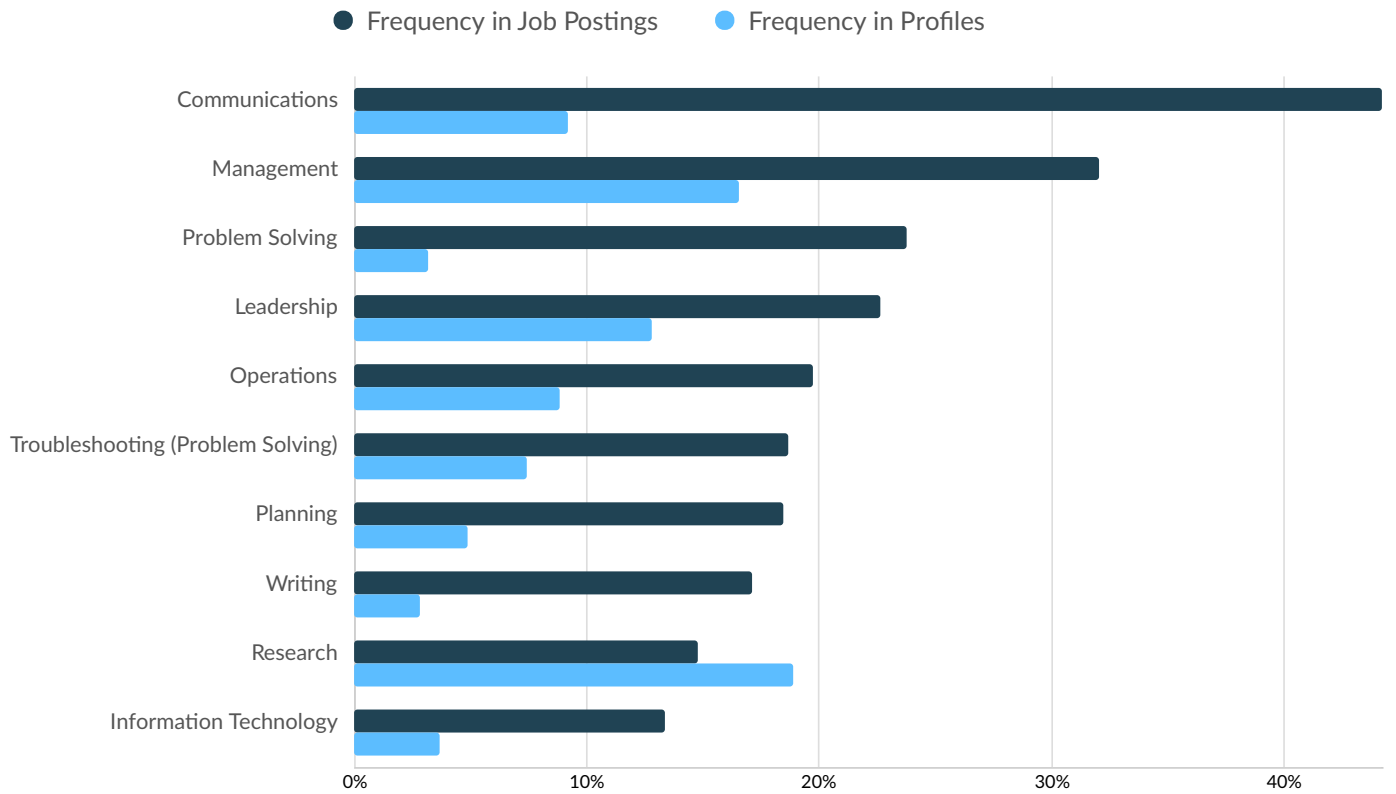
| Job Title | Total/Unique (Jul 2019 - Jul 2023) | Posting Intensity | Median Posting Duration |
|------------------------------|------------------------------------|---|-------------------------|
| Software Engineers | 827,702 / 263,007 | 3 : 1  | 25 days |
| Systems Engineers | 284,633 / 97,186 | 3 : 1  | 24 days |
| Software Developers | 266,682 / 87,220 | 3 : 1  | 25 days |
| Java Developers | 193,822 / 70,684 | 3 : 1  | 22 days |
| DevOps Engineers | 159,439 / 60,649 | 3 : 1  | 24 days |
| Solutions Architects | 100,186 / 42,395 | 2 : 1  | 25 days |
| Full Stack Developers | 110,026 / 41,476 | 3 : 1  | 25 days |
| Principal Software Engineers | 136,058 / 41,426 | 3 : 1  | 25 days |
| Scrum Masters | 102,179 / 40,480 | 3 : 1  | 24 days |
| Project Managers | 95,688 / 39,575 | 2 : 1  | 25 days |

Top Specialized Skills



| Skills | Postings | % of Total Postings | Profiles | % of Total Profiles |
|-----------------------------------|-----------|---------------------|----------|---------------------|
| Computer Science | 1,917,284 | 47% | 102,708 | 3% |
| Agile Methodology | 1,217,258 | 30% | 379,668 | 12% |
| Software Engineering | 995,091 | 24% | 925,621 | 29% |
| Software Development | 978,525 | 24% | 683,074 | 21% |
| Java (Programming Language) | 943,803 | 23% | 544,485 | 17% |
| Project Management | 860,055 | 21% | 536,361 | 17% |
| SQL (Programming Language) | 804,763 | 20% | 558,410 | 18% |
| Python (Programming Language) | 796,228 | 19% | 412,953 | 13% |
| JavaScript (Programming Language) | 692,588 | 17% | 488,154 | 15% |
| Amazon Web Services | 685,376 | 17% | 172,446 | 5% |

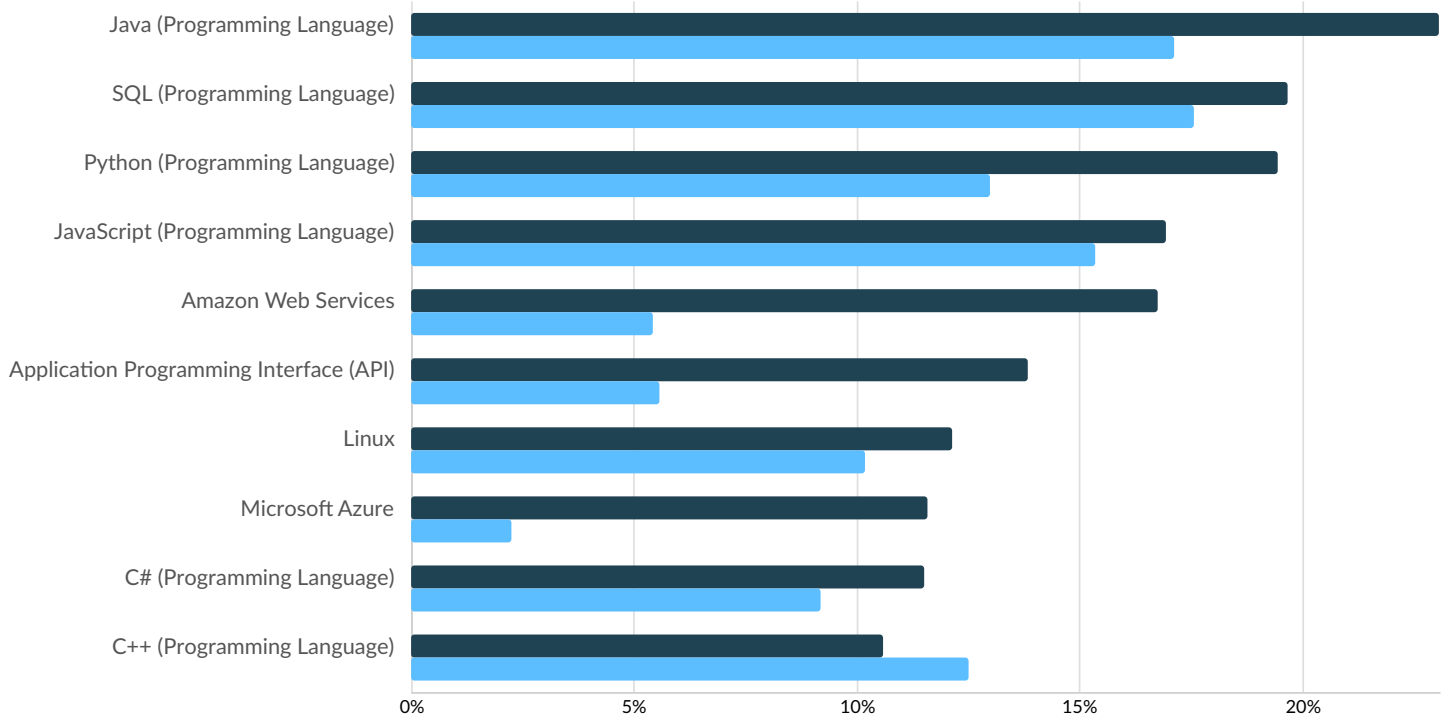
Top Common Skills



| Skills | Postings | % of Total Postings | Profiles | % of Total Profiles |
|-----------------------------------|-----------|---------------------|----------|---------------------|
| Communications | 1,810,293 | 44% | 293,673 | 9% |
| Management | 1,313,158 | 32% | 527,684 | 17% |
| Problem Solving | 972,069 | 24% | 101,257 | 3% |
| Leadership | 926,075 | 23% | 408,279 | 13% |
| Operations | 808,451 | 20% | 281,544 | 9% |
| Troubleshooting (Problem Solving) | 765,573 | 19% | 237,033 | 7% |
| Planning | 755,064 | 18% | 154,195 | 5% |
| Writing | 700,331 | 17% | 90,159 | 3% |
| Research | 605,061 | 15% | 600,324 | 19% |
| Information Technology | 547,662 | 13% | 116,907 | 4% |

Top Software Skills

● Frequency in Job Postings ● Frequency in Profiles



| Skills | Postings | % of Total Postings | Profiles | % of Total Profiles |
|---|----------|---------------------|----------|---------------------|
| Java (Programming Language) | 943,803 | 23% | 544,485 | 17% |
| SQL (Programming Language) | 804,764 | 20% | 558,410 | 18% |
| Python (Programming Language) | 796,228 | 19% | 412,953 | 13% |
| JavaScript (Programming Language) | 692,588 | 17% | 488,154 | 15% |
| Amazon Web Services | 685,376 | 17% | 172,446 | 5% |
| Application Programming Interface (API) | 565,563 | 14% | 176,679 | 6% |
| Linux | 497,242 | 12% | 324,369 | 10% |
| Microsoft Azure | 474,331 | 12% | 71,883 | 2% |
| C# (Programming Language) | 471,235 | 12% | 291,960 | 9% |
| C++ (Programming Language) | 433,680 | 11% | 397,393 | 12% |

Top Qualifications

| Qualification | Postings with Qualification |
|---|-----------------------------|
| Security Clearance | 221,918 |
| Top Secret-Sensitive Compartmented Information (TS/SCI Clearance) | 160,646 |
| Secret Clearance | 159,176 |
| Project Management Professional Certification | 141,267 |
| Valid Driver's License | 80,942 |
| Certified Information Systems Security Professional | 69,168 |
| Master Of Business Administration (MBA) | 61,096 |
| Certified Scrum Master | 59,320 |
| CompTIA Security+ | 55,453 |
| Top Secret Clearance | 54,348 |

Appendix A

Program Selection Details

| CIP Code | Program Name |
|----------|----------------|
| 26.1103 | Bioinformatics |

Appendix B - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Alabama Department of Labor; Alaska Department of Labor and Workforce Development; Arizona Commerce Authority; Arkansas Division of Workforce Services; California Employment Development Department; Colorado Department of Labor and Employment; Connecticut Department of Labor; Delaware Office of Occupational and Labor Market Information; District of Columbia Department of Employment Services; Florida Department of Economic Opportunity; Georgia Labor Market Explorer; Hawaii Workforce Infonet; Idaho Department of Labor; Illinois Department of Employment Security; Indiana Department of Workforce Development; Iowa Workforce Development; Kansas Department of Labor; Kentucky Center for Statistics; Louisiana Workforce Commission; Maine Department of Labor; Maryland Department of Labor; Commonwealth of Massachusetts, Mass.gov; Michigan Department of Technology, Management and Budget; Minnesota Department of Employment and Economic Development; Mississippi Department of Employment Security; Missouri Economic Research and Information Center; Montana Department of Labor and Industry; Nebraska Department of Labor, NEworks; Nevada Department of Employment, Training and Rehabilitation; New Hampshire Employment Security; New Jersey Department of Labor and Workforce Development; New Mexico Department of Workforce Solutions; New York Department of Labor; North Carolina Department of Commerce; North Dakota Job Service; Ohio Department of Job and Family Services; Oklahoma Employment Security Commission; Oregon Employment Department; Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis; Rhode Island Department of Labor and Training; South Carolina Department of Employment and Workforce; South Dakota Department of Labor and Regulation; Tennessee Department of Labor & Workforce Development; Texas Workforce Commission; Utah Department of Workforce Services; Vermont Department of Labor; Virginia Employment Commission; Washington State Employment Security Department; West Virginia Department of Commerce; Wisconsin Department of Workforce Development; Wyoming Department of Workforce Services

541: DESIGN FOR INCLUSION AND WELL-BEING UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 234 Chair (rulaa@uidaho.edu)
2. 09 Curriculum Committee Chair (stacyi@uidaho.edu)
3. 09 Dean (scorry@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Post-UCC Registrar (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
14. Theodore Unzicker (tunzicker@uidaho.edu)

Approval Path

1. Fri, 29 Sep 2023 21:05:42 GMT
Rula Awwad-Rafferty (rulaa): Approved for 234 Chair
2. Fri, 06 Oct 2023 23:53:49 GMT
Stacy Isenbarger (stacyi): Approved for 09 Curriculum Committee Chair
3. Thu, 26 Oct 2023 18:01:03 GMT
Shauna Corry (scorry): Approved for 09 Dean
4. Wed, 08 Nov 2023 23:34:56 GMT
Linda Lundgren (lindalundgren): Rollback to Initiator
5. Thu, 30 Nov 2023 01:08:05 GMT
Rula Awwad-Rafferty (rulaa): Approved for 234 Chair
6. Thu, 30 Nov 2023 04:20:48 GMT
Stacy Isenbarger (stacyi): Approved for 09 Curriculum Committee Chair
7. Thu, 30 Nov 2023 15:17:31 GMT
Shauna Corry (scorry): Approved for 09 Dean
8. Wed, 17 Jan 2024 21:27:22 GMT
Brenda Helbling (brendah): Approved for Provost's Office
9. Wed, 07 Feb 2024 19:20:34 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Wed, 21 Feb 2024 22:03:21 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
11. Wed, 20 Mar 2024 15:23:44 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
12. Tue, 26 Mar 2024 18:21:00 GMT
Sydney Beal (sbeal): Approved for UCC
13. Wed, 27 Mar 2024 18:31:07 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Program Proposal

Date Submitted: Thu, 09 Nov 2023 00:13:27 GMT

Viewing: 541 : Design for Inclusion and Well-Being Undergraduate Academic Certificate

Last edit: Wed, 27 Mar 2024 18:30:38 GMT

Changes proposed by: Rula Awwad-Rafferty

Faculty Contact

| Faculty Name | Faculty Email |
|---------------------|------------------|
| Rula Awwad-Rafferty | rulaa@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Art & Architecture

Department/Unit:

Design and Environments

Effective Catalog Year

2024-2025

Program Title

Design for Inclusion and Well-Being Undergraduate Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

12

CIP Code

04.0501 - Interior Architecture.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

The courses proposed for the certificate are courses already taught at the Bachelor of Interior Architecture & Design CIDA-accredited degree program. A few of the courses in this plan (300 and above level courses) are also taken by graduate students as upper-level electives in support of their study plans/degree focus areas. These courses are a subset of the IAD minor. In focusing the certification on the specific courses selected, there is a greater likelihood of students actually completing it and earning a tangible outcome that supports their academic and professional goals.

No changes to any of the fee structures already in place are being requested.

For example, one of the courses proposed (IAD 151) is part of the foundational courses that, in addition to the primary Moscow campus in-person offering, is also offered at the Boise UI campus. The section in Boise is taught via distance delivery and has CAA distance delivery fee of \$15 per hour attached to that section. No changes in this fee are requested.

The financial impact is potentially seen as the certificate becomes known and increased volume of participation (hence, referred to as students -whether UI or community students) in the following areas:

a. With the increased number of students in the selected classes beyond the maximum number possible for each class, there will be a need for instructional assistance, potentially adding a section in specific courses or adding instructional assistants. This will only occur in the cases of significant enrollment increases in these courses.

a. Outreach to more audiences in the Boise area with the one-course offering (IAD 151), increasing the volume and diversity of students in that class.

b. Positive financial impact in increased credit hour generation due to increased volume of students taking the certificate courses.

Overall, the financial impact of the certificate is manageable within the parameters of class size, mode of instruction, and location.

Curriculum:

The Design for Inclusion and Well-Being certificate affords students the opportunity to develop an integrative perspective of interdependent factors and conditions impacting inclusion, well-being, independence, and people-environment interactions. It provides tools and approaches to investigate lifespan accessibility, universal design inclusive practices, and material explorations as means to investigate opportunities for influencing built and social space for all.

The curriculum for this certificate consists of 12 credit hours taken from four existing courses in the IAD curriculum that invest in developing capacity in a scaffolding, active learning approach.

All required coursework must be completed with a grade of C or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

| Code | Title | Hours |
|---------|--|-------|
| IAD 151 | Introduction to Interior Architecture and Design | 3 |
| IAD 368 | Materials for Health and Sustainability | 3 |
| IAD 443 | Universal Design | 3 |
| IAD 400 | Seminar | 3 |

Total Hours

12

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. Foster a global view of the power of design and consideration for social, cultural, economic, and ecological contexts and impacts. (CIDA Professional Standards 2022-4)
2. Demonstrate awareness of the influence environments, furnishings, objects, materials and finishes have on human experience and wellbeing. (CIDA Professional Standards 2022-13)
3. Demonstrate awareness of the relationship between the built environment and human behavior and experience and successfully apply such research theories to human-centered design solutions. (CIDA Professional Standards 2022-7).
4. Students are aware that multiple disciplines and stakeholders are involved in creating an interior environment. CIDA Professional Standards 2022-7).
5. Demonstrate skills for respectful and effective communication within the diverse cultural and social settings in the United States (CIDA Professional Standards 2022-9)

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Each course will carry on the assessment already in place to attain the course-level learning outcomes; all are part of our program assessment and CIDA accreditation expectations.

For the certificate, to assess the competency of achieving the set comprehensive learning outcomes, a comprehensive project is assigned in the IAD 400 seminar. The project will be completed through several stages with multiple internal reviews. The students are required to participate in the University of Idaho Undergraduate Research Expo and be reviewed at that level.

How will you ensure that the assessment findings will be used to improve the program?

Ensuring assessment findings will be used to improve the program is a practice that IAD program takes to heart. The courses for the certificate are key in assessing our program as a whole. A robust protocol based on CIDA accreditation standards is in place, we propose to monitor the certificate for the first three years and propose updates and changes.

The IAD program conducts two program review meetings annually, in December and in May; these reviews are used to reflect on the semester's and year's goals, student learning, meeting accreditation standards, completing gated admission reviews, assessing opportunities to address program and institutional needs, and completing assessment based on established rubrics of key courses. The findings are used to modify instructional goals, course settings, instructional assignments, modifications of offerings, adjustment of rubrics, and any other evidence-based modifications resulting from assessment data; closing the loop.

The certificate will be one of the programs assessed during these established reviews, and the results of the assessment will be integrated in the anticipated modifications periodically.

What direct and indirect measures will be used to assess student learning?

Direct measure: Research project in IAD 400 evaluated based on an established internal rubric.

Indirect measure: University of Idaho Undergraduate Research Expo participation and reviewers' feedback at the in-person poster session. The rubric would also be provided through internal course review and evaluation.

When will assessment activities occur and at what frequency?

Course level: per existing course' "already in place systems"

Annually: certificate level

Student Learning Outcomes

Learning Objectives

1. Foster a global view of the power of design and consideration for social, cultural, economic, and ecological contexts and impacts. (CIDA Professional Standards 2022-4)
2. Demonstrate awareness of the influence environments, furnishings, objects, materials and finishes have on human experience and wellbeing. (CIDA Professional Standards 2022-13)
3. Demonstrate awareness of the relationship between the built environment and human behavior and experience and successfully apply such research theories to human-centered design solutions. (CIDA Professional Standards 2022-7).
4. Students are aware that multiple disciplines and stakeholders are involved in creating an interior environment. CIDA Professional Standards 2022-7).
5. Demonstrate skills for respectful and effective communication within the diverse cultural and social settings in the United States (CIDA Professional Standards 2022-9)

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The Department of Design and Environments-Interior Architecture & Design program at the University of Idaho proposes to offer an academic certificate in "Design for Inclusion and Wellbeing." The certificate program provides an avenue for students, professionals, and community members to obtain relevant, university-centered training and learning through classroom, workshop, lectures, site visits, and service-learning formats related to access and inclusion, wellbeing, sustainability, and resilience, and capacity building in the built environment.

The program requires the completion of 12 credits of study; courses are already part of the BIAD degree, focusing on academic explorations in foundational and advanced topics in social and environmental responsibility, access and inclusion- universal design, materials, and specification, well standards, spatial agency, and area of hands-on application. The courses provide both an academic exploration component and an application component. The participants conclude in the seminar course with a research project they tailor to their specific field of study or interest in relation to the design for inclusion and well-being while acquiring skills and knowledge applicable to any workplace environment. The participants enter their research projects at the University of Idaho Undergraduate Research Expo, culminating in their on-campus capacity building and certificate work. The certificate acknowledges competency in understanding a broad range of diverse social and environmental issues that facilitate and impact inclusion and well-being in the built environment and an ability to apply that understanding to the workplace and in social life.

Supporting Documents

Catalogue Description.docx

Additional Supporting Document for Design for Inclusion and Wellbeing Certificate.docx

Reviewer Comments

Linda Lundgren (lindalundgren) (Fri, 03 Nov 2023 22:36:41 GMT): LL changed answer to self-support to no, per proposer.

Linda Lundgren (lindalundgren) (Wed, 08 Nov 2023 23:34:56 GMT): Rollback: Rolling back to Rule Awwad-Rafferty. Linda L. sent email with requested changes.

Rebecca Frost (rfrost) (Wed, 07 Feb 2024 19:20:25 GMT): Curricular requirement area must be addressed as text is not in compliance with current catalog conventions. Courses required were added to a list at the end of the narrative portion. This narrative should be shortened considerably, and/or added after the list of courses.

Sydney Beal (sbeal) (Thu, 08 Feb 2024 22:51:05 GMT): Revised curriculum section and attached additional supporting document per communication with Rula

Key: 541

The Design for Inclusion and Wellbeing certificate

Catalog Description

The Design for Inclusion and Wellbeing certificate affords students the opportunity to develop an integrative perspective of interdependent factors and conditions impacting inclusion, well-being, independence, and people-environment interactions. It provides tools and approaches to investigate lifespan accessibility, universal design inclusive practices, and material explorations as means to investigate opportunities for influencing built and social space for all.

The built environment significantly contributes to health, well-being, inclusion, independence, and resilience as evidenced by the increased importance of Social Determinants of Health (SDH) (WHO, USHHS), the 17 Sustainable Development Goals (SDGs), Independent Living Council and a diversity of indicators of economic outcomes and impacts. The International WELL Building Institute (IWBI) has formally adopted Universal Design (UD) principles into the new and improved WELL Building Standard version 2 (WELL v2).

Human beings spend more than 80-90% of their time indoors. We are becoming more aware and responsive to the built environment's impact on global warming and world resource depletion, as well as impacts on human health and well-being. We are also becoming more aware of social and environmental barriers in built spaces and places; for example, where one lives could be a significant predictor of life expectancy.

Awareness of environmental and social impacts and commitments to inclusion, independence, well-being, and regenerative practices results in increased use of these metrics across many industries, including healthcare, real estate development, insurance, city planning, economic development, and others. In this context, mindful awareness and purposeful engagement in an interdependent system that integrates social and environmental responsibility, health and well-being, inclusive design, and regenerative resilience in the built environment is key to enabling informed use of SDH, SDG, inclusive practice, and others in the diversity of settings. The Design for Inclusion and Wellbeing certificate affords students the opportunity to develop an awareness of; access to; and ability in:

- An integrative perspective of interdependent factors and conditions impacting inclusion, well-being, independence, and people-environment interactions.
- Tools and approaches to investigate lifespan accessibility,
- Universal design inclusive practices in businesses, institutions, and public environments,

- Tools and approaches to explore materials,
- The ability to investigate opportunities for influencing built and social space for all.

The curriculum for this certificate consists of 12 credit hours taken from four existing courses in the IAD curriculum that invest in developing capacity in a scaffolding, active learning approach.

IAD 151 (3 cr): Introduction to Interior Architecture and Design

Introduction to interior [Architecture &] Design theory and process. Explores transdisciplinary design issues and relationships; emphasis areas include basic design theories, vocabulary, and sustainability of the built environment. Attendance at outside events (such as lectures and symposiums) is required.”

This first-year course explores transdisciplinary design issues with a human-centered, emphatic, evidence-based, contextually rich approach. Students explore intersectionality, identity, technology, place, and responsibility toward a just and resilient environment. The foundational ethic of “do no harm” is embraced through contextualizing human-environment interactions, providing global examples, diverse worldviews, and processes. Lectures, projects, quizzes, exams, and assignments invest in building foundational curiosity, knowledge, ability, and reasoning.

IAD 368 (3 cr): Materials for Health and Sustainability (formerly: Interior Materials and Specifications)

In-depth study of interior materials and products; emphasis on sustainable design guidelines, building rating systems, and product certifications that support circularity, responsible consumption, and human and environmental well-being; overview of factors and considerations of material selection, including performance characteristics, installation methods, testing, codes, standards, specifications, professional liability,

indoor air quality, and life cycle costs. Field trips are required at student expense.

This course is anchored by an active learning philosophy, one that is timely, relevant, and applied. The students learn the content in three interrelated units: Investigate, Evaluate, and Integrate.

IAD 443 Universal Design (3 cr)--Gen Ed: American Diversity

Introduction to and application of universal design and accessible design concepts, principles, products, standards, laws, regulations, and guidelines to the design and adaptation of the built environment. Attendance at outside events (such as lectures, simulations, and completion of a service-learning component) is required. One and a half hours of lecture and 3 hours arranged per week.

Recommended Preparation: IAD 254 or ARCH 254

Permission is granted to students from diverse fields of experience and backgrounds who do not have the recommended preparation if they have other indicators of preparedness.

In this course, universal design is embraced as a sociological construct in the whole environment we live in, including physical, social, economic, and other mediating factors. Shifting the paradigm towards representation, equity, inclusion, and justice, the course moves beyond focusing on creating environments and products that are usable by all people— regardless of age, size, or ability. The course provides opportunities to apply this knowledge through hands-mutually beneficial service-learning partnerships.

IAD 400 (3 cr): SEM: Design for Well-Being

Investigation of the many ways in which the design of built environments impacts human health and well-being. Involves the study and understanding of the WELL Building Standard and what it takes to become a WELL Accredited Professional (WELL AP).

Other seminar offerings also include: “Informing Spatial Agency: Identity, Community, Place” as well as new topics to be developed that target this particular focus area of the certificate.

The IAD 400 Seminar is the capstone experience for this certificate. Students are required to complete a project and participate in the University of Idaho Undergraduate Research Expo.

113: UPDATE REGULATION O-1

In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
3. Ready for UCC (disable)
4. UCC (none)
5. Post-UCC Registrar (none)
6. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
7. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
8. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
9. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 14 Mar 2024 18:26:31 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Thu, 14 Mar 2024 21:02:16 GMT
Brenda Helbling (brenadah): Approved for Provost's Office
3. Wed, 20 Mar 2024 15:33:57 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
4. Tue, 26 Mar 2024 18:01:20 GMT
Sydney Beal (sbeal): Approved for UCC
5. Wed, 27 Mar 2024 17:47:57 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Thu, 14 Mar 2024 18:25:30 GMT

Viewing: Update Regulation O-1

Last edit: Tue, 26 Mar 2024 16:32:03 GMT

Changes proposed by: Theodore Unzicker

Faculty Contact

| Faculty Name | Faculty Email |
|-----------------------------|---|
| Dean Kahler; Jerry McMurtry | dkahler@uidaho.edu; mcmurtry@uidaho.edu |

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2024-2025

Title

Update Regulation O-1

Request Details

Request updating regulation to consider undergrad students "full time" if they are carrying 6 or more credits during the summer session. This will allow international students to attend classes during the summer session. Also addressing summer credits for the College of Law and College of Graduate Studies. See attached document for more details.

Supporting Documents

O-1 Credit Requirements for Full-Time Students(4).docx

Key: 113

O-1. Credit Requirements for Full-Time Students

O-1-a. Full-Time Classification for ~~Non-Fee- Enrollment~~ Related Purposes

- ~~For purposes other than fees, U of I students in all divisions except the College of Graduate Studies and the College of Law Undergraduate and non-degree seeking students must carry 12 credits each semester or summer session and 6 credits during summer session to be classified as full-time.~~
- ~~Students in the College of Graduate Studies must carry 9-10 credits during each or semester and 6 credits during summer session to be classified as full-time.~~
- ~~Students in the College of Law must carry 10 credits during each semester and 5 credits during summer session to be classified as full-time.~~

~~Students interested in full-time status for tuition/fee related purposes should consult with the Student Accounts & Cashier's Office.~~

O-1-b. Full-Time Classification for Fee Related Purposes

~~For fee and tuition purposes only, students carrying ten or more credits (or equivalent in audits and zero-credit registrations) and all teaching/research assistants on full appointment, regardless of the number of credits they register for, are classified as full-time students.~~

O-1-c. Full-Time Classification for Graduate Students

~~Students in the College of Graduate Studies are considered full time when:~~

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- 1. ~~registered for nine credits (or equivalent) of course and/or thesis work; or~~
- 2. ~~on full-time appointments as teaching assistants or research assistants.~~

O-1-d~~b~~. G.I. Bill Requirements

Veterans and war orphans attending U of I on the G.I. Bill® must carry certain minimum credit loads to be considered by the Veterans' Administration for benefits as indicated in the table accompanying this regulation. (Audits do not count; repeats and reviews may be included when the student's advisor certifies that the course is required in the student's curriculum or is needed to remove a deficiency or to provide essential background for the student's program; file a copy of the program with the [School Certifying Official in the Veteran's Assistance Office](#). ~~veterans' clerk at the Office of Dean of Students.~~)

Commented [BL(1)]: Is this still correct?

| Benefits | Academic year Undergraduate | Academic Year Graduate | Summer Session Undergrad & Grad |
|---|-----------------------------|------------------------|---------------------------------|
| Full | 12 or more | 9 or more | Must be Arranged |
| Three-fourths | 9-11 | 6-8 | |
| Half | 6-8 | 3-5 | |
| Fees and tuition only | Fewer than 6 | Fewer than 3 | |
| Minimum Credit Loads for Veteran's Benefits | | | |

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>.

~~O-1-e. Full-Time Classification for Law Students~~

~~Students in the College of Law are considered full time when registered for 10 credits (or equivalent) of course work.~~

O-1-f~~c~~. Full-Time Classification for ASUI and Argonaut Positions

The president, vice president, and senators of the Associated Students University of Idaho are considered full-time when carrying at least the following credit loads: president, three credits; vice president and senators, six credits. The editor and

| associate editor of the *Argonaut* are considered full-time when paying full-time student fees and carrying at least the following credit loads: editor, three credits; associate editor, six credits.

112: O-10-B REGULATION EDIT FOR COLLEGE OF LAW CERTIFICATES

In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
3. Registrar's Office (none)
4. Ready for UCC (disable)
5. UCC (none)
6. Post-UCC Registrar (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
8. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 16 Feb 2024 16:51:22 GMT
Sydney Beal (sbeal): Approved for Registrar's Office
2. Wed, 21 Feb 2024 23:21:21 GMT
Brenda Helbling (brendah): Approved for Provost's Office
3. Fri, 15 Mar 2024 16:46:45 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
4. Wed, 20 Mar 2024 15:33:14 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
5. Tue, 26 Mar 2024 18:01:30 GMT
Sydney Beal (sbeal): Approved for UCC
6. Wed, 27 Mar 2024 17:47:41 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Thu, 15 Feb 2024 19:57:19 GMT

Viewing: O-10-b Regulation Edit for College of Law Certificates

Last edit: Thu, 15 Feb 2024 19:57:19 GMT

Changes proposed by: Sydney Beal

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|------------------|
| Jerry Long | jlong@uidaho.edu |

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2024-2025

Title

O-10-b Regulation Edit for College of Law Certificates

Request Details

This catalog regulation language edit (see attached document for details) clarifies the grade policy for graduate law certificates.

Supporting Documents

O-10-B Edit.docx

Key: 112

O-10-b

2. All required coursework must be completed with a grade of 'B' or better, or a 'B-' for graduate certificates offered by the College of Law, unless the certificate specifies a higher grade requirement.

**Idaho State Board of Education
 GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Q. Admission Standards

[June 2021](#)[June 2024](#)

1. Institution Policies

Each postsecondary institution must establish institutional policies which meet or exceed the following minimum academic and career technical admission standards. Additional and more rigorous requirements also may be established by the institutions for admission to specific programs, departments, schools, or colleges. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee. Career Technical Education program admission requirements apply to all technical colleges, including the College of Eastern Idaho, the College of Southern Idaho, the College of Western Idaho, Lewis-Clark State College, Idaho State University College of Technology, and North Idaho College.

2. Institutional Academic Program Admission

a. a. Direct Admission

Students attending an Idaho public school, or Idaho private school that has entered a Direct Admission participation agreement with the Board, may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program. ~~Admission awarded through the program is contingent on the verified level of achievement in high school curriculum and successful completion of Idaho high school graduation requirements.~~ Direct admissions offers are based on the following criteria:

| <u>Verified Achievement</u> | <u>Institution Admission</u> |
|---|--|
| <u>ISAT Math level ≥3 and ELA/Literacy level ≥3</u> <u>OR</u> <u>Unweighted GPA = 3.0</u> | <u>Admission to all Idaho public institutions.</u> |
| <u>Unweighted GPA between 2.25 and 2.99</u> | <u>Admission to Idaho's public community colleges, Lewis-Clark State College and Idaho State University.</u> |
| <u>Unweighted GPA < 2.25</u> | <u>Admission to Idaho's public community colleges.</u> |

Admission awarded though the program is contingent on the verified level of achievement in high school curriculum (grade point average), performance on the

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 4, 2024**

ATTACHMENT 1

11th grade Idaho Standards Achievement Test (ISAT), and successful completion of Idaho high school graduation requirements. Direct admission decisions apply only to offers of admission to Idaho public institutions made between October 1 to June 30 of the senior year of high school.

a.b. Academic Program-Regular Admission

An applicant who is not admitted under the Board's Direct Admission Program must graduate from a high school accredited by a body recognized by the Board and complete the Admission Standards Core Courses with a minimum 2.00 cumulative grade point average. Cognia is the Board's recognized high school accrediting body. Applicants who graduated from high school prior to ~~1989-1995~~ will be subject to the admission standards at the time of their high school graduation. Each institution may develop a separate policy for the admissions and placement of international students.

Admission Standards Core Courses

| Subject Area | Minimum Requirement | Select from These Subject Areas |
|---|---------------------|---|
| Secondary Language Arts and Communication | 8 credits | Composition, Literature, and Oral Communication |
| Mathematics | 6 credits | <p>A minimum of six (6) credits. Secondary Mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in Mathematical Problem Solving and Quantitative Reasoning. A total of 8 credits are strongly recommended. Four (4) of the required mathematics credits must be taken after 9th grade.</p> <p>Courses not identified by traditional titles, (i.e., Algebra I or Geometry), may be used as long as they contain all of the critical components of higher math functions prescribed by the State Mathematics Content Standards.</p> <p>Institutions may recognize other Mathematics courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements.</p> |
| Social Studies | 5 credits | <p>American Government (state and local), Geography, U.S. History, and World History.</p> <p>Other courses may be selected from Economics, including Consumer Economics, if it aligns to the state content standards, Psychology, and Sociology.</p> |
| Science | 6 credits | <p>Secondary sciences include instruction in Applied Sciences, Earth and Space Sciences, Physical Sciences, and Life Sciences. A maximum of two (2) credits may be derived from career technical</p> |

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 4, 2024**

ATTACHMENT 1

| | | |
|---|-----------|---|
| | | <p>science courses when courses are aligned to state career technical content standards, and/or Applied Biology, and/or Applied Chemistry. (Maximum of two (2) credits).</p> <p>Institutions may recognize other Science courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements.</p> <p>Must have laboratory science experience in at least two (2) credits.</p> <p>A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.</p> |
| Arts and Humanities (including world languages) | 2 credits | <p>Humanities courses include instruction in Visual Arts, Music, Theatre, Dance, or World Language aligned to the Idaho content standards for those subjects. Other courses such as Literature, History, Philosophy, Architecture, or Comparative World Religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. History courses beyond those required for state high school graduation may be counted toward this category.</p> <p>World Language is strongly recommended. The Native American Languages may meet the world language credit requirement</p> |
| Other College Preparation | 3 credits | <p>Speech or Debate [no more than one (1) credit]. Debate must be taught by a certified teacher.</p> <p>Studio/Performing Arts (art, dance, drama, and music).</p> <p>Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category).</p> <p>Secondary Career Technical courses, (no more than two (2) credits) in Agricultural Science and Technology; Business Technology Education; Computer Science Technology; Engineering; Family and Consumer Sciences; Marketing Technology Education; Technology Education, and individualized occupational training.</p> |

If the student graduated from a high school that does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/World Languages) may not also count in another category.

cb. Academic Provisional Alternative Admission

- i. A d Degree-seeking applicants s who does not qualify for admission based on

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 4, 2024**

ATTACHMENT 1

subsection 42.ba. above, ~~but who may be granted alternative admission if they satisfies satisfy~~ one (1) or more of the criteria below, ~~may seek provisional admission by petitioning the institutional admissions officer:~~

- 1) Graduated from a secondary school accredited by a body recognized by the Board but has not completed the Admission Standards Core courses set forth above;
- 2) Did not graduate from a secondary school accredited by a body recognized by the Board, [e.g. including home-schooled students, and has acceptable performance on either the General Educational Development (GED) diploma holders], and have acceptable predictive indicators of academic success approved test or another standardized diagnostic test accepted by the institution;
- 3) Deserves consideration by the institution because of special status (e.g., ~~disadvantaged or minority students, delayed entry students,~~ returning veterans, ~~or~~ gifted and talented students wishing to enter college early, or other students in unique circumstances as determined by the institution). Each institution may develop a separate policy for the admission of special status students.

~~A student seeking provisional admission to any public postsecondary institution must take at least one (1) assessment indicator that will allow the institution to assess competency and placement.~~

- ~~ii. If provisionally admitted, a student will enroll with provisional standing and is subject to the institutional grade retention. Students granted alternative admission may have conditions placed on their admission, subject to institutional policies. A provisionally admitted student may change to regular admission status upon satisfactory completion of Students may be granted admission and be required to satisfactorily complete up to fourteen (14) baccalaureate level credits, twelve (12) of which must be general education courses credits. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.~~

de. Academic Transfer Admission

- i. A degree-seeking student who, after graduating from high school or earning a GED, has earned at least fourteen (14) or more semester hours of transferable academic college level credit from a regionally accredited college or university with a minimum cumulative GPA of 2.00 may be admitted.
- ii. A student not meeting the requirement in subsection 62.ba. may petition the

institutional admissions officer to be admitted. If admitted, the student ~~must enroll on probation status, meet all conditions imposed by the institutional admissions committee, and complete the first semester with a minimum 2.00 GPA, or may be dismissed.~~ may have conditions placed on their admission, subject to institutional policies as described in subsection 2.cb.ii.

d. Academic Program Placement

Placement assessment indicating potential for success may be required for some academic programs. Placement requirements vary according to the program. Each institution shall establish academic program placement policies and publish these policies in an accessible manner on the institution's website.

3. Career Technical Program Admissions

~~a. Admission Standards~~

~~Regular or Provisional Institutional academic~~ admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a career technical program. The admission standards and placement criteria do not apply to workforce development or short-term training programs. Career technical programs employ program admission and student advising/navigation processes in addition to institutional ~~program academic~~ admission.

~~b. Student Advising~~

- ~~i. Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.~~
- ~~ii. Emphasize that career technical courses in high school, including career technical advanced opportunities and work-based learning connected to school-based learning, are beneficial to students seeking continued education in career technical programs at the postsecondary level.~~
- ~~iii. Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential for successful performance in many career technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.~~
- ~~iv. Clarify that career technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.~~

~~c. Career Technical Program Regular Admission~~

~~Students desiring Regular Admission to any of Idaho's technical colleges must meet the following standards. Students planning to enroll in programs of a technical nature are also strongly encouraged to complete the recommended courses. Admission to a specific career technical program is based on the capacity of the program and specific academic and/or physical requirements established by the technical college/program.~~

~~i. Standards for students who graduated from high school in 1997 or earlier~~

- ~~1) High School diploma with a minimum 2.0 GPA⁴ from a high school accredited by a body recognized by the Board; and~~
- ~~2) Placement examination as determined by the institution. Scores may also be used to determine placement eligibility for specific career technical programs; and~~
- ~~3) Satisfactory completion of high school coursework that includes at least the following:
 - ~~a) Mathematics — 4 credits (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher-level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. Less rigorous mathematics courses taken in grades 10-12 after 1998, such as pre-algebra, review mathematics, and remedial mathematics, shall not be counted.~~
 - ~~b) Science — 4 credits (6 credits recommended, with 4 credits in laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry, principles of technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).~~
 - ~~c) Secondary Language Arts and Communication — 8 credits. Applied English in the Workplace may be counted for English credit.~~
 - ~~d) Other — Career technical courses, including postsecondary credits~~~~

⁴An institution may substitute a composite index placement exam score and high school GPA for the GPA admission requirement.

~~earned pursuant to Board Policy III.Y. Advanced Opportunities and organized work-based learning experiences connected to the school-based curriculum, are strongly recommended. High School Work Release time not connected to the school-based curriculum will not be considered.~~

~~ii. Standards for Others Seeking Regular Career Technical Program Admission~~

~~Individuals who graduated from high school, received their GED prior to 1997, or who are at least 21 years old and who desire Regular Admission to the technical colleges must have a:~~

- ~~1) High School diploma with a minimum 2.0 GPA from a high school accredited by a body recognized by the Board; or~~
- ~~2) General Educational Development (GED) certificate; and~~
- ~~3) Diagnostic/placement tests as determined by the institution. Scores may also be used to determine admission eligibility for specific career technical programs.~~

~~d. Career Technical Program Provisional Admission~~

~~Students who do not meet all requirements for Regular Admission may apply to a technical program under provisional admission. Provisionally admitted students who are conditionally admitted must complete appropriate remedial, general and/or technical education coursework related to the career technical program for which Regular Admission status is desired, and to demonstrate competence with respect to that program through methods and procedures established by the technical college. Students desiring Provisional Admission must meet the following standards:~~

- ~~i. High School diploma or GED certificate; and~~
- ~~ii. diagnostic/placement tests as determined by the institution. Scores may also be used to determine placement eligibility for specific career technical programs.~~
- ~~iii. Institutions may allow individuals who do not have a high school diploma or GED to be admitted if the applicant can demonstrate the necessary ability to succeed in a career technical program through appropriate tests or experiences as determined by the institution.~~

~~ea. Career Technical Program Placement Criteria~~

Placement test scores indicating potential for success ~~are generally~~ may be required for enrollment in a career technical program of choice. Placement score requirements vary according to the program.

Each institution shall establish career technical program placement policies and publish these policies in an accessible manner on the institution's website.

Specific career technical programs may require different levels of academic competency and admission requirements. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

- i. Specific program requirements (including placement exam scores) established by the technical program. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills; and
- ii. Formal procedures and definitions for program admission employed by the technical college. Program admission requirements and procedures shall be clearly defined and published for each program.

2023 – 2024 Faculty Senate – Pending ApprovalMeeting # 28

Tuesday, April 9, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Maas, Mischel, Mittelstaedt, Murphy, Pimentel, Ramirez, Raney, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, , Thaxton, Tibbals.

Absent: Strickland (excused), Roberson, Miller, McKenna

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #27, April 2, 2024, were approved as distributed.

Chair's Report:

- Teresa Amos (OIT) provided answers to the questions compiled by Faculty Senate. Teresa Amos, IT Committee Chair Darryl Woolley and Faculty Senate Chair Gauthier will meet tomorrow. We are happy to have found a common ground for constructive conversations about OIT issues.

Provost's Report, delivered by Vice Provost Diane Kelly-Rily:

- On April 4, we all received a memo from President Green and Provost Lawrence about updating our strategic plan. We seek nominations for the working group. The nomination form is at https://uidaho.co1.qualtrics.com/jfe/form/SV_ONGjSqpS9N1zTPo A strategic plan town hall will be announced in early fall.
- Long-Range Campus Development Plan. Feedback on campus visioning is encouraged. <http://www.uidaho.edu/vision2050> . Please share this information with your colleagues. You can be entered in a raffle for a \$50 vandal gift card.
- Graduation is only a month away. There will be two ceremonies. Please attend and encourage your colleagues to attend. Idaho author Anthony Doerr, author of the Pulitzer prize-winning novel "All the light we cannot see," will be the commencement speaker at both ceremonies.

Discussion:

Vice Chair Haltinner emphasized the importance of working with the Campus Planning Advisory Committee and Instructional Space Committee. These are university-level senate committees who are seeking opportunities to provide more input.

A senator wondered about the recent news that a consultant was hired. They argue that planning future campus developments should be an opportunity for faculty, staff and administrators to come together in shared governance. Vice Provost Kelly-Riley noted that everyone is welcome to participate and provide meaningful input.

Chair Gauthier asked about updates from the University of Phoenix task force in view of what is happening. At this point, Provost Lawrence joined the meeting. He replied that there are no updates. President Green continues to work on a solution.

Vice Chair Haltinner suggested to include Sarah Dawson, Sustainability Director, in campus planning activities. She may bring useful insight with, for instance, infrastructure updates to be more energy efficient.

Faculty Secretary: Last week, Senate approved revised FSH 3120 Faculty Obligations During Period of

Appointment. There was some discussion about summer appointments not counting toward P&T. FAC was made aware of these concerns and reconsidered that point yesterday. They noticed there is a mistake: It's not for this policy to inform on what does or does not count for P&T. As approved last week, FSH 3120 is in conflict with P&T policies, which refer to the PD for P&T required material. More next week. The Vice Provost confirmed. It's a significant enough change to warrant reconsideration.

Committee Reports:

- Proposed changes to the Faculty and Staff Handbook (voting)
 - FSH 4120 Catalog Change Procedures – Erin James, Professor of English, Karen Humes, Earth and Spatial Sciences, Attach. #2.
Revisions are proposed to include “university-wide interdisciplinary committees” as bodies with authority to initiate and submit curriculum changes to UCC (in addition to units and colleges) for programs that involve multiple colleges. This is necessary for logical and proper faculty control and maintenance of curriculum for interdisciplinary programs delivered by faculty across many colleges. Faculty Senate will be the “gatekeeper” for the establishment and oversight of committees empowered by this addition to the language of FSH 4120. Because university-wide programs are relatively rare, similar requests for the creation of other interdisciplinary curriculum committees will likely be rare as well for the foreseeable future. The proposed additions have been reviewed and contributed to by the policy owner (UI Registrar).
FSH 4120 and FSH 1640.93 will be considered together.
 - FSH 1640.93 University Committee for Academic Certificates in Sustainability –Erin James, Professor of English, Karen Humes, Earth and Spatial Sciences, Attach. #3.
In September 2023, the Faculty Senate approved the creation of an Ad-Hoc University-wide Faculty Committee for the Undergraduate Academic Certificate in Sustainability. The purpose of that committee was to serve as the curriculum body for developing the initial curriculum for the university-wide certificate, including the solicitation/review of courses and submission of the proposed curriculum to UCC. The curriculum includes courses from nine colleges. Now that the certificate has been fully approved and students will be able to enroll starting in July 2024, we are requesting that a standing committee be created to maintain, review and assess the university wide undergraduate certificate. The proposed language does refer to the possibility of the standing committee creating another certificate, because there have been requests to develop a similar university-wide certificate at the graduate level.
There were no questions.
Vote: 20/21 yes; 1/21 no. Motion passes.
 - FSH 5800 Malign Foreign Talent Recruitment Programs – Kay Dee Holmes, Assistant Director for Research Integrity, Office of Research Assurances, Attach. #4.
No presenter available. No action taken. [It was discovered that Ms. Holmes was not notified that this policy was to be discussed at this meeting, nor was she sent a meeting invite. This policy will be presented at the next meeting and Ms. Holmes invited to attend.]
 - FSH 3490 General Salary Information – Brandi Terwilliger, Director of Human Resources, Attach. #5.
Per request from Payroll, they are deleting FSH 3490 and move the appropriate information to APM 55.05. Income Tax withholding and W-2 form requirements are not U of I policy.

Discussion:

There were questions about the reasons for this change. Some senators expressed concerns with the move to APM because APM is not reviewable by Faculty Senate. Motion (Mittelsteadt, Murphy): Send the policy back to HR with the request to have all relevant content in FSH rather than in APM. Vote: 17/18 yes; 1/18 no. Motion passes.

• Proposed changes to the University Catalog (voting)

- UCC 547 Doctorate in Anatomical Sciences – David Pfeiffer, Medical Education Program (WWAMI), Attach. #6.

They are developing a new school of health and medical professions which will house multiple new graduate and professional degree programs, including doctorate in clinical psychology, graduate program in gerontology, two new nursing programs, a PA program, all of which are geared towards meeting the increasing health needs across the State of Idaho. Today, we are proposing an additional program, the doctorate of Anatomical Sciences or DAS program. The focus of this program is to help meet the increasing shortage of highly trained anatomists who are qualified to teach in healthcare and health science programs within Idaho. Across the country, there's an increasing shortage of well-trained anatomists or classically trained anatomists.

Discussion:

Vice Chair Haltinner asked how all the new medical programs being developed will be staffed. David Pfeiffer replied that staffing will be accomplished partially with new hires and partially with existing faculty.

Vote: 20/20 yes. Motion passes.

- UCC 531 Child Feeding Undergraduate Academic Certificate – Trevor White, Family and Consumer Sciences, Attach. #7.

We are proposing an academic certificate called child feeding for those professionals who are currently working in fields such as childcare provider dietitians, therapists, things of that nature to give them a 13 credit kind of experience in nutrition, meal management, and child development.

Discussion:

A senator pointed out the omission of some standardized text that should be included for all certificates and proposes a friendly amendment: *At the beginning of the curricular requirements, include the language "All required coursework must be completed with a grade of 'C' or better, per regulation O-10-a."*

Vote on motion with friendly amendment: 19/19 yes. Motion passes.

• Proposed Changes to the Administrative Procedures Manual (non-voting)

- APM 50.14 Name, Social Security Number and Address Changes – Brandi Terwilliger, Director of Human Resources, Attach. #8.

Updated to reflect correct processes.

Discussion:

There was a brief exchange on consistency of capitalization everywhere.

- APM 50.08 Evaluations for Classified and Exempt Staff – Brandi Terwilliger, Director of Human Resources, Attach. #9.

Revision to provide updated terminology and procedures.

There were no questions.

- **Announcements and Communications**

- Open Discussion on Admission Standards – Jean-Marc Gauthier, Chair of Faculty Senate. Steve Shook, representing UCC, gave a short summary of the meeting of OSBE representatives with UCC and Faculty Senate. He then presented the new UCC admission criteria recommendations, approved at their last meeting the day before. The members of FSL thanked UCC members for their thorough work and thoughtful approach. One of the elements in the decision is the direct admission process, where the State sends a letter to students who meet certain performance metrics to let them know they have been admitted into a set of public universities in Idaho. Another aspect UCC discussed is how to handle the students who are presently in the Vandal Gateway pilot program in the context of new admissions standards. They were provided data on the ISAT from OSBE staff representatives. Initially, UCC did not include the ISAT as part of their considerations because they had not seen data. The final document from UCC will go out next week ready to move forward.

Steve went over the draft:

1. Students with a high school GPA of ≥ 3.0 or ISAT Math level ≥ 3 and ELA/Literacy level ≥ 3 will be directly admitted.
2. Students with a high school GPA of 2.60-2.99 will require a minimum 740 SAT Verbal + Math or 15 ACT scores:
 - The 740 SAT Verbal + Math and 15 ACT thresholds are the same as the 2019 admissions standards.
 - Students with < 740 SAT Verbal + Math or < 15 ACT (or no SAT/ACT scores) can appeal through the Admissions Committee.
3. Students with a high school GPA of 2.30-2.59 will be admitted to the Vandal Gateway Program.
4. Students with a high school GPA of < 2.30 can appeal to the Admissions Committee.

All 4 points above were voted on and unanimously approved by UCC. Students with HS GPA of 2.3 to 2.59 would be admitted to the Vandal Gateway pilot program, while students with HS GPA of 2.3 or lower would appeal to the Admissions Committee. This is a very small number of applicants. The final document from UCC will include rationale for those choices.

Discussion:

A senator noted that a student could be in both categories 1 and 2. If they have the appropriate ISAT scores, they would fall in category 1, but they could also be in category 2 if their GPA is less than 3. Steve concurred, but noted that the top standard is for direct admission only. Those students get a letter from the State Board informing them that they have been directly admitted into the University of Idaho. The Admissions office would automatically admit them. The senator remained confused and wondered whether some clarification should be included in category 2. Provost Lawrence joined the conversation. He suggested that the issue raised by the senator can be easily addressed in the redline document, by clarifying that an Idaho student who has a 3 and 3 is admitted regardless SAT score or GPA. Steve confirmed that this was the intent of UCC. A senator inquired about the 740 (total) score for the SAT. He did some research and learned that the benchmark for considering a student to be college ready is 1010, quite far from 740. Steve recalled this being discussed at UCC meetings. Eventually, they decided to use the previous standard largely because GPA is statistically a better measure of student performance than the SAT score or standardized test scores, as mentioned yesterday by State Board

representatives. The senator reiterated that the benchmark given by the college board is 480 in reading and writing, and 530 in math, while we're asking for a 740 total. That's 250 points less. Perhaps some things may be tweaked in the future, if they're not working well, especially on the retention side. Retention numbers for lower GPA suggest that low GPAs are the main concern on the retention side.

It was argued that we send to the Appeals Committee students with higher GPA than those in the 2.3 to 2.59 group without test scores that go directly to VGP, which seems unfair. The appeal process is cumbersome. At the same time, there are concerns about changing the standards for VGP, which would invalidate the pilot data.

The Provost reported that 50 to 100 students could be impacted by this "double standard." If those students were allowed to go into VGP, we track them as a separate cohort for data purposes. They would get extra support. The Provost will make sure that the VGP team is part of the conversation.

A senator suggested that UI encourages students to submit test scores, even if not required. Provost Lawrence responded that we currently do that. Submitting test scores is highly encouraged, and they are also used for placement. However, OSBE staff shared that the number of students taking the SAT is declining in the state because it's no longer required. Many of the school districts still do it. Also, the SAT contract with the State runs out in one or two years. So, we will see continued decline.

There seems to be some general agreement that, from a statistical point of view, it'd be nice to control for GPA and be able to look at test scores. It may also help to make the appeal process less cumbersome. Are those letters and essays actually useful in evaluating whether or not a student with low GPA can succeed in college? Vice Chair Haltinner displayed a plot of retention rates by GPA. For the 2.6 to 2.99 group, the retention rate 58%. Provost Lawrence noticed that it's not different from the lowest group. Vice Chair Haltinner added that GPAs of 0.0 (not included in the plot) are assigned to home schooled students and those from unaccredited schools. Those people are reviewed by the Admissions Committee, regardless.

- Dependents Benefit Task Force Update – Kristin Haltinner.

At the beginning of the fall semester, we created a task force to look at the possibility of expanding the dependent benefit at the University of Idaho. The members are Charles Tibbals, Rebecca Latshaw from staff affairs, Lyudmyla Baranyk, and me. Brief overview of UI's current policy: We have a 50% tuition rate for eligible dependents of employees – people that you can claim as dependents on your taxes. Only one dependent per household per semester can access that benefit. The benefit does not extend to eligible dependents of retired employees or deceased employees. Kristin proceeded to show data provided by HR about the use of the benefit. At most, 37% of the people who are eligible are using it. Note that this is just an estimate, because the information that can be accessed is limited.

Other universities: Washington State offers free tuition up to 6 credits, with no limit on the number of children who can access it at a time. Idaho State offers 50% tuition for dependents, only one at a time, not transferable to other institutions, like us. Boise State provides employees with free tuition for dependents under 26. The benefit can be extended to other State institutions, and only one child can use it at a time. The task force only looked at public schools because of constraints from operating within a State, and found a huge range in what different institutions were doing. Every state, except for Idaho, allows multiple dependents to access the benefit concurrently. Arizona State University provides this benefit to eligible dependents of people who are retired (after serving at least 5 years) or have passed. The task force wishes to pursue the extension of the dependent tuition benefit to allow multiple dependents to access it

concurrently. We also want to include retirees with eligible dependents and the families of deceased employees. We have no way of knowing with certainty how much this would cost. We are scheduled to talk to President Green about this next week. Once we figure out what we need to do to make this happen, we hope to bring a formal proposal to Faculty Senate to consider based on feedback from President Green. We welcome your feedback.

Discussion:

There was some discussion on the definition of “retiree.” Diane Whitney placed the relevant FSH article in the chat, FSH 3730 C.

There were some questions about the process. The task force tried to assess what other universities are doing. We worked with Brian Foisy, and we are meeting with President Green to make sure this is even possible. From there, we'll work out details and then come to Faculty Senate. It will not be this year.

New Business:

- A senator conveyed a message from a constituent. He is very concerned with the way that we're messaging FSH changes. After a UFM, there is a communication listing the approved policies, but people are not able to actually go see a redline of what those changes are. So they have to do it on their own, and it's a very difficult process for people who aren't on Faculty Senate to understand what changes were approved on an ongoing basis. So his request was simply whether we could get come up with a better process for messaging all the changes that happen every year.

Secretary: The UFM binder contains all the redlines and supporting material. The “Policy Reports” sent out by the Secretary are a notification of approved or disapproved policies, with links to the corresponding item in the binder. The binder is available to all.

A senator inquired about APM vs. FSH. Who decides what ends up in one or the other? think Response: Diane Whitney met with FSL in November to talk about this exact issue. We have a folder in teams that has a list of every policy owner. The goal is for us to go through every single policy and think about who else, besides the current owner of that policy, needs to be involved in changes to that policy. It is a lengthy and complicated process. Part of it is to look at what other institutions are doing. This is a huge project that next year Senate really needs to dive into as a priority. Shared governance is about making sure that people who need to be involved in decisions are involved in those decisions. This doesn't solve the broader issue raised by the senator, but we have started the process toward more transparency.

Diane Whitney: We've discussed this at length with leadership. Despite what you might think from the name, FSH doesn't only apply to faculty and staff. We have chapters in there that do deal with some administrative matters, and also an entire chapter dealing with student issues, and despite the name of the APM, it has always contained policies and procedures. The difference is that APM contains items that only pertain to the administrative units of the University, like facilities, auxiliary services, public safety and security, etc. and FSH is kind of a mismatch, because we do have the whole employment Chapter 3, that has a lot of HR policies in there. How the decision was made to put those in the FSH is lost to history. Currently, when something fits in with the FSH, that's where it goes, and if it's an administrative unit item that already exists in the APM, that's where it goes. I can assure you I have never been part of a conversation where there was an attempt to hide something in the APM opposed to the FSH. All FSH and APM items have always come to Senate and they are always presented for a review. Under the existing Policy on Policies FSH 1460, only FSH items go to Faculty Senate for vote.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 5:01pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #28

Tuesday, April 9, 2024 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #27 April 2, 2024 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports (voting)
 - Proposed changes to the Faculty Staff Handbook
 - FSH 4120 Catalog Change Procedures – Erin James, Professor of English, Karen Humes, Earth and Spatial Sciences **Attach. #2**
 - FSH 1640.93 University Committee for Academic Certificates in Sustainability – Erin James, Professor of English, Karen Humes, Earth and Spatial Sciences **Attach. #3**
 - FSH 5800 Malign Foreign Talent Recruitment Programs – Kay Dee Holmes, Assistant Director for Research Integrity, Office of Research Assurances **Attach. #4**
 - FSH 3490 General Salary Information – Brandi Terwilliger, Director of Human Resources **Attach. #5**
 - Proposed changes to the University Catalog (voting)
 - UCC 547 Doctorate in Anatomical Sciences – Whitney Vincent, Medical Education Program (WWAMI) **Attach. #6**
 - UCC 531 Child Feeding Undergraduate Academic Certificate – Trevor White, Family and Consumer Sciences **Attach. #7**
 - Proposed Changes to the Administrative Procedures Manual (non-voting)
 - APM 50.14 Name, Social Security Number and Address Changes – Brandi Terwilliger, Director of Human Resources **Attach. #8**
 - APM 50.08 Evaluations for Classified and Exempt Staff – Brandi Terwilliger, Director of Human Resources **Attach. #9**
- VI. Announcements and Communications
 - Open Discussion on Admission Standards – Jean-Marc Gauthier, Chair of Faculty Senate, David Paul, Chair of the University Curriculum Committee
 - Dependents Benefit Task Force Update – Kristin Haltinner, Vice Chair Faculty Senate
- VII. New Business
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #27 April 2, 2024
- **Attach. #2** FSH 4120
- **Attach. #3** FSH 1640.93
- **Attach. #4** FSH 5800
- **Attach. #5** FSH 3490
- **Attach. #6** UCC 547
- **Attach. #7** UCC 531
- **Attach. #8** APM 50.14
- **Attach. #9** APM 50.08

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 27

Tuesday, April 2, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Maas, McKenna, Miller, Mischel, Mittelstaedt, Murphy, Pimentel, Ramirez, Raney, Roberson, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Thaxton, Tibbals.

Absent: Blevins, Miller, Mischel.

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #26, March 26, 2024, were approved as distributed.

Chair’s Report:

- Important reminder: Senators whose terms end in 2023-24 should ask their units/colleges to conduct elections for AY 24-25 Senate seats. Nominations and elections of officers will take place on 4/23/2024 and 4/30/2024, respectively.
- Artificial Intelligence.
 - The AI steering Team is planning to organize a symposium in the Fall.
 - The AI and Machine Learning Task Force is focusing on AI literacy. They launched an exhibition this week presented in the ISUB.
 - The AI Working Group is proposing new courses which include a 200-level course, “AI for All of Us”, PHIL 361 (a course about AI ethics), and a 400 level Computer Science course.
 - Some ideas shared among the groups: AI is present in all domains of activity and grows at a speed never seen before, AI’s impact on society can be compared to the impact of the internet 25 years ago. AI is mainly driven by the technology industry – hardware and software – and not by traditional academic research.

Provost’s Report:

- Vandal Giving Day is today and goes on for 1,189 minutes (about 20 hours). For more information, visit <https://vandalsgive.uidaho.edu/giving-day/80574>.
- Dr. Patrice Buckner Jackson’s workshop: “Disrupting Burnout,” is tomorrow at 1:30-3:00 pm, Whitewater/Clearwater, ISUB. <https://uidaho.edu/events?trumbaEmbed=view%3Devent%26eventid%3D173916644>.
- University of Phoenix: The legislative solution proposed by the Senate to address some of the concerns from the House failed on the floor last week. As President Green communicated on Friday, they are looking at options.
- Updates on legislation impacting U of I will be communicated soon.

Discussion:

A senator asked about the costs already incurred towards the Phoenix transaction, about \$11M, if the deal falls through. Provost Lawrence said that those costs have been paid as negotiations moved along, through reserves. If the transaction does not close and costs are not reimbursed, it will take

longer to reach the State Board reserve requirements. The Provost reiterated that they are still trying to find a path. The Phoenix affiliation is not a closed matter.

Committee Reports:

- Proposed changes to the Faculty and Staff Handbook (voting)
 - FSH 3440 Compensation of Classified Employees – Brandi Terwilliger, Director of Human Resources, Attach. #2.
With the establishment of a market-based compensation system, this revision is necessary to replace the previous language based on the previous pay grade system. The primary compensation principles remain unchanged.
Discussion:
In response to a question, Brandi said that the revised policy has already gone through Staff Council.
Vote: 21/22 yes; 1/22 no. Motion passes.
 - FSH 3420 Faculty Salaries – Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #3, to be voted together with FSH 4620 Academic Calendars, Attach. #5.
FSH 3420 Section E, detailing period of obligation and payroll schedule, has been added to align with the deferred pay scheme.
No questions.
Vote: 21/21 yes. Motion passes.
 - FSH 3120 Faculty Obligations During Period of Appointment – Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #4.
Section D-2 has been revised to clarify work and pay schedule for academic year appointments. Sections D-4 has been expanded and revised to clarify summer session obligations of faculty with academic year appointments. Summer contracts can only be issued if the work is for 10 hours or more. The committee wanted to codify that AY faculty asked to do at least 10 h work in the summer need to get a contract for it.
Discussion:
Senators noted that some university-level committees meet during the summer. Will this revised policy impact their ability to hold hearings during the summer, and potentially the make-up of those committees? Alistair explained that the spirit of the revisions is to codify what's required and what's optional. People can still volunteer to work without compensation for more than 10 hours.
The discussion moved to summer teaching appointments, in particular the statement that those "...do not count toward promotion and tenure considerations." Some senators argued that most faculty do research over the summer, which is recognized at P&T – why not teaching? Different points of view were advanced, such as that summer teaching is entirely optional, and only what's in the faculty's PD is considered towards P&T. Alistair noted that the statement under discussion was there prior to FAC's revisions and was not one of the committee's major concerns. Perhaps this is something to reconsider later.
Vote: 18/19 yes; 1/19 no. Motion passes.
- Proposed changes to the University Catalog (voting)
 - UCC 536 Bioinformatics – Tanya Miura, College of Sciences Attach. #6.

We are proposing to add a BS degree in Bioinformatics to complement existing degrees in Biological Sciences at U of I (Biology, Biochemistry, Microbiology, Medical Sciences). This addition will give students the opportunity for coursework and training relevant to modern fields and careers in biology and medicine. The university has a wealth of world-class faculty with expertise in bioinformatics, especially in evolutionary and computational biology, that will contribute courses to the degree. U of I has excellent MS and PhD programs in Bioinformatics and Computational Biology (BCB) and is developing a non-thesis MS program in BCB. A BS degree in bioinformatics will prepare students well for these graduate programs and will serve as a foundation for a future 4 +1 MS degree in BCB. The BCB graduate programs are housed in the College of Science, and most faculty participants in BCB are faculty in the Department of Biological Sciences, thus we have unparalleled expertise to offer a rigorous bachelor's degree in bioinformatics. The curriculum consists of courses offered in Biological Sciences, Mathematics and Statistical Sciences, and Computer Science at U of I, thus will minimally affect current faculty workloads. The degree will be administered by the Department of Biological Sciences, which has adequate staff to support the degree program and additional students.

Discussion:

There was a brief discussion to clarify how the total number of credits for both of the proposed four-year plans added up to 120. The plan that doesn't require ENG 101 and MATH 143 has more electives.

Vote: 19/19 yes. Motion passes.

- UCC 541 Design for Inclusion and Well-Being Undergraduate Academic Certificate - Rula Awwad-Rafferty, C Chair of Design and Environments Department and professor of Interior Architecture & Design. Attach. #7

The Department of Design and Environments-Interior Architecture & Design program at the University of Idaho proposes to offer an academic certificate in "Design for Inclusion and Wellbeing." The certificate program provides an avenue for students, professionals, and community members to obtain relevant, university-centered training and learning through classroom, workshop, lectures, site visits, and service-learning formats related to access and inclusion, wellbeing, sustainability, and resilience, and capacity building in the built environment. The program requires the completion of 12 credits of study; courses are already part of the BIAD degree, focusing on academic explorations in foundational and advanced topics in social and environmental responsibility, access and inclusion- universal design, materials, and specification, well standards, spatial agency, and area of hands-on application. The courses provide both an academic exploration component and an application component. The participants conclude in the seminar course with a research project they tailor to their specific field of study or interest in relation to the design for inclusion and well-being while acquiring skills and knowledge applicable to any workplace environment. The participants enter their research projects at the University of Idaho Undergraduate Research Expo, culminating in their on-campus capacity building and certificate work. The certificate acknowledges competency in understanding a broad range of diverse social and environmental issues that facilitate and impact inclusion and wellbeing in the built environment and an ability to apply that understanding to the workplace and in social life.

There were no questions.

Vote: 17/18 yes; 1/18 no. Motion passes.

- UCC 113 Update Regulation O-1 – Dean Kahler Vice Provost for Strategic Enrollment Management, Jerry McMurtry, Dean, College of Graduate Studies Attach. #8
Request updating regulation to consider undergrad students "full time" if they are carrying 6 or more credits during the summer session. This will allow international students to attend classes during the summer session. Also addressing summer credits for the College of Law and College of Graduate Studies.
Discussion:
A few questions followed. Jerry clarified that these revisions do not impact financial aid. They have been worked out with the Registrar and IPO. This policy will benefit programs that prefer to have their students come in the summer and start some field work/research.
Vote: 18/18 yes. Motion passes.

- UCC 112 O-10-b Regulation Edit for College of Law Certificates – David Pimentel, College of Law. Attach. #9
This catalog regulation language edit (see attached document for details) clarifies the grade policy for graduate law certificates.
There were no questions.
Vote: 19/19 yes. Motion passes.

- Admission Standards – Jean-Marc Gauthier, Faculty Senate Chair
Chair Gauthier summarized the current status and opened the floor for discussion.
Discussion:
Financial impact projections requested by a senator last week are not available. Dean Kahler needs to review the data from Wes McClintick, but he is traveling. The UCC analysis, supported by IR and Wes, showed minimal to no impact on enrollment. Provost Lawrence pointed to the draft of a State Board policy in attachment #10, in particular section **2.a**. Direct Admission. The other seven institutions in the state support the draft. The State Board is not open to another level of standards for direct admission and, therefore, if section **2.a** passes, these will be the state minimums for direct admission that we must meet or exceed. We should know more on Thursday, after the meeting of the IRSA subcommittee. SBOE staff have offered to give a presentation on the ISAT, which would be of interest to Faculty Senate and UCC. Along with the admission criteria, we need to consider VGP, because, depending on how we move forward, that program may be impacted. We should ask UCC to include VGP in their recommendation to Faculty Senate.
Motion (Mittelsteadt, Tibbals) to:
 - Return the item to UCC for reconsideration due to new information from SBOE.
 - Ask UCC to provide a proposed redline document for the catalog change.
 - Provide the rationale concerning how they came to their recommendation.
 - Ask UCC to make a recommendation about VGP admission criteria.Vote: 18/18 yes. Motion passes.

Announcements and Communications:

- Distinguished Scholarships Program (DSP) – Dilshani Sarathchandra, Associate Professor of Sociology and Sandra Reineke, Associate Professor of Political Science.

Sandra introduced the DSP, which is housed in the U of I Honors program. The DSP primarily covers undergraduate opportunities, except that they also sometimes advise students about the National Science Foundation Graduate Research Fellowship program. At many universities, similar programs are referred to as nationally competitive scholarships. Distinguished scholarships are mostly opportunities for UG students to apply for scholarships and fellowships, including undergraduate research opportunities. The funds for those experiences come from various sources, such as federal agencies or private donors. It's open to any U of I student. Eligibility requirements and the amount of money that students receive vary across programs. Oftentimes, programs also require endorsement of an applicant. Sandra presented a selection of the awards over the last five years received by University Idaho students. DSP services include recruiting prospective students to the to the University of Idaho, delivery of information for students who are here, mentoring the students who are applying and assisting them with their application process, and the promotion and publicizing of the awardees. DSP promotes participation in high impact practices. Many selective institutions participate in this. Students also go abroad and, thus, gain international experience and network with future leaders of the country globally and internationally. It's a huge recognition, and the process is highly competitive.

Contact: dsp@uidaho.edu ; www.uidaho.edu/academics/honors/scholarships

For more information, see the presentation slides attached to these minutes.

Adjournment:

The agenda not being completed, the Chair entertained a motion to adjourn. So moved (Tibbals, Mittelsteadt). The meeting was adjourned at 5:03pm.

Respectfully Submitted,

Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 4120 CATALOG CHANGE PROCEDURES**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Policy originator: Erin James (chair) and Karen Humes (member), Ad-Hoc Faculty Committee on Undergraduate Academic Certificate in Sustainability

Policy sponsor, if different from originator: Torrey Lawrence, Provost

Reviewed by General Counsel: __Yes __x_No Name & Date:

Comprehensive review? __Yes __X No

1. Policy/Procedure Statement: Briefly explain the reason for the proposed change.

Revision is proposed to include “university-wide interdisciplinary committees” as bodies with authority to initiate and submit curriculum changes to UCC (in addition to units and colleges) for programs that involve multiple colleges. This is necessary for logical and proper faculty control and maintenance of curriculum for interdisciplinary programs delivered by faculty across many colleges. Faculty Senate will be the “gatekeeper” for the establishment and oversight of committees empowered by this addition to the language of FSH 4120. Because university-wide programs are relatively rare, similar requests for the creation of other interdisciplinary curriculum committees will likely be rare as well for the foreseeable future. The proposed additions have been reviewed and contributed to by the policy owner (UI Registrar).

2. Fiscal Impact: What fiscal impact, if any, will this change have? None

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

No other policies are impacted, however, the University Committee for General Education has always acted as the defacto curriculum body for general education and this addition to 4120 would codify that authority more clearly as well.

In a companion request, the the Ad-Hoc University-wide Faculty Committee for the Academic Certificate in Sustainability is also proposing changes to FSH 1640 to create and

describe a standing committee to initiate and maintain catalog changes for the Sustainability Certificate.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

4120 - Catalog Change Procedures

Last updated: July 2022

A. PURPOSE. The purpose of this policy is to provide for appropriate faculty review of catalog changes and to provide for timely processing of those changes so that students have access to accurate catalog information regarding curricular requirements and course offerings.

B. SCOPE. This policy applies to all faculty at the University of Idaho.

C. DEFINITIONS:

C-1. Routine curricular changes. Changes identified as [Group A changes](#) by the University Curriculum Committee.

C-2. Substantive curricular changes. Changes identified as [Group B and C changes](#) by the University Curriculum Committee.

C-3. UCC. University Curriculum Committee.

D. POLICY. Catalog changes shall be processed with appropriate faculty review in a timely manner in order to provide students with accurate catalog information regarding curricular requirements and course offerings.

E. PROCEDURE.

E-1. Routine curricular changes:

a. Each routine curricular change proposal shall be submitted to the relevant unit and college for approval following all notice and approval procedure contained in unit or college bylaws. For inter-college interdisciplinary programs, the proposal shall be submitted to the appropriate university-level interdisciplinary committee for approval following the committee's curricular approval procedures.

b. Following ~~unit and college~~ approval by the unit and college or by the interdisciplinary committee, the college or committee shall submit the proposal for review to the UCC. The UCC Secretary will distribute a list of all proposed curricular changes to all university faculty members at least 48 hours before each meeting.

c. If approved by the UCC, the UCC Secretary shall send the proposal to the Office of the Registrar for implementation after a waiting period of at least seven days, provided that the UCC Secretary has not received a valid petition signed by at least five faculty members requesting Faculty Senate review.

di. If the UCC Secretary ~~timely~~ receives a valid petition as described in E-1.c. by the established deadline, the UCC Secretary shall refer the proposal to Faculty Senate for review, except that a petition concerning courses or curricula in the College of Letters, Arts, and Social Sciences signed by

five members of the college faculty shall be returned to the college for further consideration rather than being sent to Faculty Senate.

eii. If approved by Faculty Senate, the proposal will be forwarded to the provost for final approval. If disapproved by Faculty Senate or the provost, the proposal will be sent back to the [unit proposal originator](#) for further consideration.

iiif. The Faculty Secretary shall forward all routine curricular changes approved by the provost to the Office of the Registrar for implementation.

E-2. Substantive curricular changes.

a. Each substantive curricular change proposal shall be submitted to the relevant unit and college for approval, following all notice and approval procedure contained in unit or college bylaws. For inter-college interdisciplinary programs, the proposal shall be submitted to the appropriate university-level interdisciplinary committee for approval following the committee's curricular approval procedures.

b. Following ~~unit and college~~ approval by the unit and college or by the committee, the college or committee shall submit the proposal for review by all appropriate committees. Following such review, the college or committee shall submit the proposal to the provost for approval. The provost shall submit approved proposals to the UCC and return disapproved proposals to the [unit proposal originator](#) for further consideration.

c. The UCC Secretary shall distribute a list of all substantive curricular change proposals to all university faculty at least 48 hours prior to each meeting.

d. If approved by the UCC, the UCC Secretary shall forward the proposal to Faculty Senate for approval.

e. If approved by the Faculty Senate, the Faculty Secretary shall send the proposal to the provost for final approval after a waiting period of at least seven days, provided that the Faculty Secretary has not received a valid petition signed by at least 10 faculty members requesting review at a meeting of the university faculty.

if. If the Faculty Secretary ~~timely~~ receives a valid petition as described in E-2.e. by the established deadline, the Faculty Secretary shall place the proposal on the agenda of the next university faculty meeting, except that a petition concerning courses or curricula in the College of Letters, Arts, and Social Sciences signed by five members of the college faculty shall be returned to the college for further consideration rather than being sent to the university faculty meeting.

gii. If approved by university faculty, the proposal will be forwarded to the provost for final approval and implementation. If disapproved by university faculty or the provost, the proposal will be sent back to the unit or committee for further consideration.

hiii. Any additional required approvals, such as approval by the Board of Regents, shall be managed by the Office of the Provost.

E-3. Other catalog changes. Noncurricular catalog changes may be submitted directly to the most relevant standing committee of the university faculty and require approval by

Faculty Senate and the university faculty before being forwarded to the provost for approval.

E-4. Interim catalog changes. The provost may approve an interim catalog change (not including curricular changes) to address legal requirements or a significant institutional risk if there is insufficient time to complete the standard review and approval process. A timeline for completing the standard review and approval of the interim catalog change as soon as reasonably practicable must be included in the request to the provost. If approved, the catalog change will go into effect immediately. The standard catalog change review and approval process must be completed during this approved interim period.

Version History

Amended July 2022. Moved catalog change procedures into this policy from FSH 1540; simplified approval process.

Amended 2001. Editorial changes.

Adopted 1979.



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 1640.93 UNIVERSITY COMMITTEE FOR ACADEMIC CERTIFICATES IN SUSTAINABILITY**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Policy originator: Erin James (chair) and Karen Humes (member), Ad-Hoc Faculty Committee on Undergraduate Academic Certificate in Sustainability

Policy sponsor, if different from originator: Torrey Lawrence, Provost

Reviewed by General Counsel: __Yes __x_No Name & Date:

Comprehensive review? __Yes __x_No

1. Policy/Procedure Statement: Briefly explain the reason for the proposed change.

In September 2023, the Faculty Senate approved the creation of an Ad-Hoc University-wide Faculty Committee for the Undergraduate Academic Certificate in Sustainability. The purpose of that committee was to serve as the curriculum body for developing the initial curriculum for the university-wide certificate, including the solicitation/review of courses and submission of the proposed curriculum to UCC. The curriculum includes courses from nine colleges. Now that the certificate has been fully approved and students will be able to enroll starting in July 2024, we are requesting that a standing committee be created to maintain, review and assess the university-wide undergraduate certificate. The proposed language does refer to the possibility of the standing committee creating another certificate, because there have been requests to develop a similar university-wide certificate at the graduate level.

2. Fiscal Impact: What fiscal impact, if any, will this change have? None

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

The functions, structure and membership of the proposed committee are similar (but not identical) to that of the University Committee on General Education.

As a companion to this request, an accompanying request for revision of FSH 4120 (Catalog Change Procedures) adds the terms “university-level interdisciplinary committee” to the list of

entities empowered to propose curriculum changes to UCC. The proposed edits to FSH 4120 have been reviewed and contributed to by the policy owner.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

UNIVERSITY COMMITTEE FOR ACADEMIC CERTIFICATES IN SUSTAINABILITY

A. FUNCTION

A-1. The University Committee for Academic Certificates in Sustainability (UCACS) serves as the curriculum body for interdisciplinary, university-wide academic certificates pertaining to sustainability. The UCACS develops and maintains the curriculum for the existing university-wide Undergraduate Academic Certificate by soliciting proposals for, reviewing and approving courses to be included in the certificates. The UCACS also decides on the eligibility of courses transferred from other institutions, as well as substitution/waiver requests for the university-wide certificate program. The UCACS also engages in program review and assessment and makes recommendations for the continuous refinement of the certificate. Recommendations for changes will be forwarded to UCC, Faculty Senate, and the university faculty. The UCACS will also be responsible for consideration, development and maintenance of other university-wide certificate programs in sustainability proposed to the committee, such as certificate(s) at other academic levels. In partnership with staff advisors, members will also serve as faculty mentors for students in the academic certificate program(s).

A-2. The committee reports periodically (at least once a year) to the Faculty Senate on the status of the university-wide Academic Certificate(s) in Sustainability.

B. STRUCTURE AND MEMBERSHIP. One faculty member from each college, appointed by the Committee on Committees for three-year terms, one undergraduate student selected by ASUI and one graduate student selected by GPSA. The chair is selected by the Committee on Committees. The university Sustainability Director and Vice Provost for Academic Initiatives serve as *ex officio*, non-voting committee members.



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 5800 MALIGN FOREIGN TALENT RECRUITMENT PROGRAMS**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator: Kay Dee Holmes, Assistant Director Research Integrity

Policy Sponsor, if different from Originator: Chris Nomura, VPRED

Reviewed by General Counsel Yes No Name & Date: Manisha Wilson 3/26/2024

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.

Department of Defense policies require universities to have a written policy in place regarding malign foreign talent recruitment programs in order to receive DOD funding.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

Unclear although not likely to have a fiscal impact. The policy requires research security training for individuals on federally funded R&D awards. Training is available for free on the NSF website or through a paid license to CITI Program. ORED is looking into the possibility of incorporating the free training on the NSF website into an internal system.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it. FSH 6240 and FSH 5600

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy. This policy needs to be effective by July 1, 2024 because the DOD requires universities to have a policy in place by August 8, 2024. Starting August 8, 2024, DOD is prohibited from providing funding or making an award to a university that does not have a policy addressing malign foreign talent recruitment programs. NSF will start implementing the disclosures required under this policy in May 2024. NSF does not require a written policy like DOD but the NSF requirements have been incorporated into this policy.

FSH 5800

Malign Foreign Talent Recruitment Programs

A. Purpose. This policy implements the requirements stated in 42 U.S.C. § 19231 and provides notice that Covered Individuals participating in a Malign Foreign Talent Recruitment Program are prohibited from involvement in certain federally funded awards. This policy reaffirms that a University employee may be required to disclose that employee's involvement in a Foreign Talent Recruitment Program or Malign Foreign Talent Recruitment Program under FSH 6240 or FSH 5600.

B. Scope. This policy applies to University employees that are Covered Individuals.

C. Definitions.

C-1. "Covered Individual" means:

1. A principal investigator and other senior/key personnel seeking or receiving federal research and development funding; or
2. an individual who (a) contributes in a substantive, meaningful way to the scientific development or execution of a research and development project proposed to be carried out with a research and development award from a federal research agency; and (b) is designated as a covered individual by the federal research agency concerned; or
3. an individual on a proposal or award funded in whole or in part by the Department of Defense who (a) contributes significantly to the design or execution of a fundamental research project, and (b) is considered essential to the successful performance of the fundamental research project.

C-2. "Foreign Government-sponsored Talent Recruitment Program" or "FGTRP" means an effort organized, managed, or funded by a foreign government, or a foreign government instrumentality or entity, to recruit science and technology professionals or students (regardless of citizenship or national origin, or whether having a full-time or part-time position). See section H for a list of activities that are not a FGTRP.

- a. Some FGTRPs operate with the intent to import or otherwise acquire from abroad, sometimes through illicit means, proprietary technology or software, unpublished data and methods, and intellectual property to further the military modernization goals or economic goals of a foreign government.
- b. Many, but not all, programs aim to incentivize the targeted individual to relocate physically to the foreign state for the above purpose. Some programs allow for or encourage continued employment at United States research facilities or receipt of federal research funds while concurrently working at or receiving compensation from a foreign institution, and some direct participants not to disclose their participation to United States entities.
- c. Compensation could take many forms including cash, research funding, complimentary foreign travel, honorific titles, career advancement opportunities, promised future

compensation, or other types of remuneration or consideration, including in-kind compensation.

C-3. “Malign Foreign Talent Recruitment Program” or “MFTRP” means any program, position, or activity that includes one or more of the following:

- a. engaging in the unauthorized transfer of intellectual property, materials, data products, or other nonpublic information
- b. recruitment of trainees or researchers to enroll in such program, position, or activity
- c. establishing a laboratory or entity in violation of the standard terms and conditions of a Federal research award
- d. accepting a faculty position, or undertaking any other employment or appointment in violation of the standard terms and conditions of a Federal research award
- e. being unable to terminate the foreign talent recruitment program contract or agreement except in extraordinary circumstances
- f. being limited in the capacity to carry out a Federal research award
- g. requirement to engage in work that overlaps or duplicates a federal research award
- h. requirement to apply for and successfully receive funding from the sponsoring foreign government’s funding agencies with the sponsoring foreign organization as the recipient
- i. requirement to omit acknowledgment of the US home institution and/or the federal funding agency
- j. requirement not to disclose participation of such individual in such program, position, or activity
- k. having a conflict of interest or conflict of commitment contrary to Federal research award

and is sponsored by one of the following:

- a. a foreign country of concern or entity based in a foreign country of concern as defined in [42 USC §19237](#)(2) and (3)
- b. an academic institution on [the list developed](#) under 1286(c)(8) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019
- c. a foreign talent recruitment program on [the list developed](#) under 1286(c)(9) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019.

D. Policy

D-1. Prohibited activity. A Covered Individual is prohibited from participating in a MFTRP.

D-2. Certification required in a proposal and annually by covered individuals. A University employee who is a Covered Individual on a proposal shall certify in the proposal that they are not party to a MFTRP. Covered Individuals shall certify annually for the duration of a qualifying award that they are not party to a MFTRP.

E. Consequences for false certifications. False certifications or representations under this policy by a Covered Individual may result in discipline according to University policy or prosecution and liability pursuant to, but not limited to, 18 USC §§ 287, 1001, 1031, and 31 USC §§ 3729-3799 and 38002.

F. Research security training requirement.

F-1. Training before proposal submission. A Covered Individual submitting a proposal for a fundamental research project from the Department of Defense or a research and development project from another federal agency is required to have complete research security training within one year of the proposal due date. The proposal may not be submitted unless the research security training has been completed.

F-2. Refresher training. A Covered Individual may need to repeat research security training if required by the federal funding agency.

G. Disclosures by non-Covered Individuals

G-1. Disclosures required by all University employees. All University employees must disclose their participation in a FGTRP or MFTRP to the University as required by FSH 6240. Disclosures shall be reviewed and managed as stated in FSH 6240.

G-2. Disclosures required by investigators as defined in FSH 5600. In addition to G-1, a University employee who is an “Investigator,” as defined in FSH 5600, must disclose their participation in a FGTRP or MFTRP. Disclosures shall be reviewed and managed as stated in FSH 5600.

H. Activities that are not FTRP

H-1. The following international collaboration activities do not constitute a FGTP as long as the activity is not funded, organized or managed by an academic institution or foreign talent recruitment program on [the list developed](#) under 1286(c) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019.

a. Scholarly presentations and publishing written materials regarding scientific information not otherwise controlled under current law;

b. Participating in international conferences or other international exchanges, research projects, or programs that involve open and reciprocal exchange of scientific information, and which are aimed at advancing international scientific understanding and not otherwise controlled under current law;

c. Advising a foreign student enrolled at an institution of higher education or writing a recommendation for such a student, at student’s request; and

d. Engaging in the following international activities:

1. Activities that are partly sponsored or otherwise supported by the United States such as serving as a government appointee to the board of a joint scientific fund (e.g., the U.S.-Israel Binational Industrial Research and Development Foundation); providing advice to or otherwise participating in international technical organizations, multilateral scientific organizations, and standards setting bodies

(e.g., the International Telecommunications Union, Intergovernmental Panel on Climate Change, etc.); participating in a Fulbright Commission program funded in whole or in part by a host country government; or other routine international scientific exchanges and interactions such as providing invited lectures or participating in international peer review panels.

2. Involvement in national or international academies or professional societies that produce publications in the open scientific literature that are not in conflict with the interests of the federal research agency (e.g., membership in the Pontifical Academy of Sciences or The Royal Society).
3. Taking a sabbatical, serving as a visiting scholar, or engaging in continuing education activities such as receiving a doctorate or professional certification at an institution of higher education (e.g., the University of Oxford, McGill University) that are not in conflict with interests of the federal research agency.
4. Receiving awards for research and development which serve to enhance the prestige of the federal research agency (e.g., the Nobel Prize).
5. Other international activities determined appropriate by the federal research agency head or designee.

I. Contact Information

I-1. Contact the Office of General Counsel with questions about disclosures made by university employees under FSH 6240.

I-2. Contact the Research Conflict of Interest Coordinator at uifcoi@uidaho.edu with questions about disclosures required by Investigators under FHS 6500.

I-3. Contact the Undue Foreign Influence Coordinator at ored-export@uidaho.edu with questions about disclosures required by Covered Individuals.

J. Related Policies

- FSH 3170 – University Ethics
- FSH 5600 – Financial Disclosures
- FSH 6240 – Conflicts of Interest or Commitment



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 3490 GENERAL SALARY INFORMATION**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Policy originator: Brandi Terwilliger

Policy sponsor, if different from originator: Brian Foisy

Reviewed by General Counsel: x__Yes __No Name & Date: Karl Klein, 12/7/23

Comprehensive review? _x_Yes __No

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
Per request from Payroll - Delete FSH3490 and move appropriate information to APM55.05.
- 2. Fiscal Impact:** What fiscal impact, if any, will this change have?
None.
- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
APM 55.05
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

~~3490 – General Salary Information~~

~~Owner:~~

- ~~• **Name:** Brandi Terwilliger~~
- ~~• **Position:** Director of Human Resources~~
- ~~• **Email:** brandit@uidaho.edu~~

~~Last updated: July 01, 2009~~

~~**A. SALARY INFORMATION IS PUBLIC.** The salaries of UI employees are public information and that information may be obtained through the University Library (Department of Special Collections and Archives).~~

~~**B. DISTRIBUTION OF PAYCHECKS.**~~

~~**B-1.** Effective August 1, 2000, newly hired employees will need to designate a bank of their choice to which they authorize direct deposit of their paycheck. Information on procedures is provided at New Employee Orientation and also in the Administrative Procedures Manual 55.05.~~

~~**B-2.** Paychecks for employees are mailed out hired before August 1, 2000 will continue to be available at the cashier's window in Business Systems and Accounting Services on Thursday before the last working day of each biweekly payroll period following the period in which the payroll was earned (i.e. two weeks after the end of the pay period during which the payroll was earned.) If the last day of a payroll period is a holiday, checks will be mailed the day before the pay day.be available on the next working day.~~

~~**C. INCOME TAX WITHHOLDING.** In accordance with federal and state laws, income tax is withheld from the salaries and wages of UI employees. Each employee is responsible for filing a W-4 online in Vandalweb.n exemption certificate at Human Resources.~~

~~**D. W2 forms** Statements of withholdings for income tax (W-2) are available about the third week in January; those for salaried on campus employees are sent to departments for distribution, and temporary help employees and off campus employees will be mailed to the W2 address in the Banner system. pick theirs up at the cashier's window in Business Systems and Accounting Services. When leaving the employ of UI, employees should furnish the Payroll Office the address to which the W-2 form is to be mailed.~~

547: DOCTORATE IN ANATOMICAL SCIENCES

In Workflow

1. 276 Chair (mcmurtry@uidaho.edu)
2. 20 Curriculum Committee Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
3. 20 Dean (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
13. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Mon, 09 Oct 2023 23:53:55 GMT
Tyler Bland (tbland): Approved for 471 Chair
2. Mon, 09 Oct 2023 23:55:36 GMT
Jeffrey Seegmiller (jeffreys): Approved for 22 Curriculum Committee Chair
3. Mon, 09 Oct 2023 23:56:07 GMT
Jeffrey Seegmiller (jeffreys): Approved for 22 Dean
4. Tue, 10 Oct 2023 23:55:31 GMT
Linda Lundgren (lindalundgren): Rollback to Initiator
5. Wed, 11 Oct 2023 16:53:11 GMT
Tyler Bland (tbland): Approved for 471 Chair
6. Wed, 11 Oct 2023 17:38:23 GMT
Jeffrey Seegmiller (jeffreys): Approved for 22 Curriculum Committee Chair
7. Wed, 11 Oct 2023 17:38:47 GMT
Jeffrey Seegmiller (jeffreys): Approved for 22 Dean
8. Wed, 18 Oct 2023 00:12:15 GMT
Linda Lundgren (lindalundgren): Rollback to 471 Chair for Provost's Office
9. Wed, 18 Oct 2023 16:16:27 GMT
Tyler Bland (tbland): Approved for 471 Chair
10. Mon, 30 Oct 2023 19:20:12 GMT
Jeffrey Seegmiller (jeffreys): Rollback to 471 Chair for 22 Curriculum Committee Chair
11. Mon, 30 Oct 2023 19:22:30 GMT
Tyler Bland (tbland): Approved for 471 Chair
12. Mon, 30 Oct 2023 19:24:16 GMT
Jeffrey Seegmiller (jeffreys): Rollback to 471 Chair for 22 Curriculum Committee Chair
13. Mon, 30 Oct 2023 19:25:37 GMT
Tyler Bland (tbland): Rollback to Initiator
14. Thu, 14 Dec 2023 23:13:40 GMT
Jerry McMurtry (mcmurtry): Approved for 276 Chair
15. Thu, 14 Dec 2023 23:53:29 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Curriculum Committee Chair
16. Thu, 14 Dec 2023 23:54:09 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Dean
17. Tue, 19 Dec 2023 22:07:58 GMT
Sydney Beal (sbeal): Approved for V00654458
18. Tue, 19 Dec 2023 22:24:16 GMT
Brenda Helbling (brendah): Rollback to Initiator
19. Fri, 23 Feb 2024 02:27:17 GMT
Jerry McMurtry (mcmurtry): Approved for 276 Chair

- 20. Fri, 23 Feb 2024 02:38:19 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Curriculum Committee Chair
- 21. Fri, 23 Feb 2024 02:38:32 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Dean
- 22. Thu, 28 Mar 2024 15:32:54 GMT
Brenda Helbling (brendah): Rollback to Initiator
- 23. Fri, 29 Mar 2024 02:18:01 GMT
Jerry McMurtry (mcmurtry): Approved for 276 Chair
- 24. Fri, 29 Mar 2024 04:08:00 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Curriculum Committee Chair
- 25. Fri, 29 Mar 2024 04:10:48 GMT
Jerry McMurtry (mcmurtry): Approved for 20 Dean
- 26. Fri, 29 Mar 2024 14:11:22 GMT
Brenda Helbling (brendah): Approved for Provost's Office
- 27. Fri, 29 Mar 2024 15:25:47 GMT
Sydney Beal (sbeal): Approved for Degree Audit Review
- 28. Fri, 29 Mar 2024 15:26:48 GMT
Sydney Beal (sbeal): Approved for Graduate Council Chair
- 29. Fri, 29 Mar 2024 15:26:55 GMT
Sydney Beal (sbeal): Approved for Registrar's Office
- 30. Fri, 29 Mar 2024 15:27:00 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
- 31. Tue, 02 Apr 2024 18:53:00 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Fri, 29 Mar 2024 01:43:03 GMT

Viewing: 547 : Doctorate in Anatomical Sciences

Last edit: Fri, 29 Mar 2024 22:51:36 GMT

Changes proposed by: Whitney Vincent

Faculty Contact

| Faculty Name | Faculty Email |
|---------------|----------------------|
| Dave Pfeiffer | dpfeiffer@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

Yes

Academic Level

Graduate

College

Graduate Studies

Department/Unit:

Graduate Studies

Effective Catalog Year

2025-2026

Program Title

Doctorate in Anatomical Sciences

Degree Type

Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

80

Attach Program Change

2024 DAS SBOE Academic_Degree_and_Certificate_Full-Proposal_Form (v 032824).pdf

CIP Code

26.0499 - Cell/Cellular Biology and Anatomical Sciences, Other.

Will the program be Self-Support?

Yes

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Greater than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

This program is defined as a self-support program and will charge a program fee, in accordance with the policies set forth in Section V.R.3.b.iv of the Idaho State Board of Education Governing Policies and Procedures. For the first three years of the program (FY26, FY27, FY28) we will focus on building our student cohorts, and developing faculty and instructional expertise using institutional support, as committed by policy. Support for the program will include contributions from current faculty. WWAMI faculty who teach in the DAS program will do so during summer months when off contract with the U of I. WWAMI faculty who teach in the DAS program during the academic year will be supported by FTE buyout by the DAS program using students' self-support fees.

We anticipate the program will begin generating a net gain within the second year. Excess funds will be utilized for the following purposes: 1) develop a reserve to support the program in the event of enrollment declines, 2) develop a willied body program for the medical education anatomy lab, 3) develop a scholarship program for students enrolled in the program.

Curriculum:

The DAS curriculum requires 80 credit hours of training. Coursework is designed to build knowledge and skills in a stepwise manner. The curriculum utilizes a hybrid mode of course delivery with in-person and online didactic instruction along with practical experience in course development and delivery. Please see Appendix C for descriptions of new courses developed for this program.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The intended learning outcomes for this program are designed to produce graduates who will succeed in the current academic climate while meeting the education needs for the allied health professions. We have identified three guiding principles for our program outcomes:

First, medical schools have drastically reduced anatomical science (including neuroanatomy, histology, embryology, and gross anatomy) contact hours over the decades, profoundly impacting current and prospective anatomists' duties. A survey in 1931 reported that anatomy instruction in medical schools averaged 780 hours, ranging from 480-1185 (Drake et al., 2009). Recent figures from U.S. medical schools estimate 129 hours of curricular time are devoted to the anatomical sciences (Wilson et al., 2020), a decline of over 80% from 1931. This brings to light two considerations. First, anatomists must be expert educators, able to design and implement innovative curricula to fit a working knowledge of the human form into a shortened course. Second, while expertise in anatomy is still required it may no longer be sufficient for an anatomist to have a robust academic career. To this end, it is recognized that anatomists are well positioned to teach in other areas, including medical imaging, (patho)physiology, kinesiology, and other basic sciences that are related to a wholistic understanding of the human form and function.

Second, over the last century in the U.S., social and economic forces have shaped an academic environment where, excellence in research is valued above excellence in teaching. Most faculty in universities are research scientists first, and educators second. While teaching excellence is required to facilitate the academic success of students, it is often not sufficient for advancement in the current tenure track faculty model. Therefore, our graduates must be able to produce academic research. Together with a need for expertise in teaching methods and theory, this positions anatomists as candidates for educational scholarship. To this end, our curriculum includes courses on research methods and educational theory, as well as an expectation to produce a dissertation capstone project.

Third, while research literacy and productivity is important for any academic professional, we also recognize the need to produce expert practitioners of education in the medical sciences. To this end, we have taken inspiration from discussion of the Professional Practice Doctorate (PPD) model. PPD's include the Doctor of Medicine (MD), Doctor of Education (EdD), Doctor of Nurse Practitioner (DNP), Doctor of Psychology (PsyD) and more. These PPD programs differ from the traditional academic doctorate (PhD) in many ways. Importantly, the outcome goal for a PPD program is to prepare graduates to practice within their profession, rather than establish a research program. Overall, the DAS degree aims to develop professional educators to meet the needs of students in the allied health professions, while possessing the tools required to succeed in our current academic climate.

In summary, the main learning outcomes for our program are outlined below:

Develop foundational knowledge in curriculum design and pedagogical technique to shape and/or improve their teaching practice.

Improve their teaching practice by creating professional knowledge through applied scholarly inquiry (e.g. education research) and/or extensive, hands-on instructional experience.

Develop a critical awareness of educational practices and evaluation procedures. Graduates will be able to design effective courses and valuable content, with formative and summative evaluation strategies for people, programs, and policy. They will understand culturally complex constituents and adhere to ethical, moral, and legal standards.

Expand and reinforce their expertise in the core subjects of the anatomical sciences through rigorous course work, with a focus on dissection-based gross anatomy.

Broaden their scope of expertise in subjects relevant to educating allied health professionals, including anatomy, medical imaging, and (patho)physiology.

Develop professional skills that will prepare them to move into leadership positions in employer, professional, or community organizations at the local/state/national level.

Promote effective communication among students and colleagues.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Learning outcomes will be assessed both through formative and summative methods.

Learning outcome 1:

Formative assessment of students' teaching practice is built into the curriculum in several ways. First, students will take formal course work in pedagogy that will engage them in the study and assessment of their own methods. Course grades and assignment portfolios will serve as regular assessment of student pedagogical knowledge.

Second, all students will return in their second summer to mentor incoming students in the intensive summer gross anatomy course. Faculty will oversee their teaching, and incoming students will provide feedback on their student mentors.

Third, course work aimed at developing core subject area knowledge for future teaching roles (e.g. neuroanatomy) will have major assignments aimed at developing future teaching materials. In keeping with the program's goal to produce professional educators, these courses are designed not only to provide competency in the subject matter, but to force students to grapple with the material as an educator, i.e. how and why would they choose to teach what they are learning to their future students.

Finally, we anticipate that many students will be employed as educators in some way while they progress through the DAS curriculum. For these students, we will collect "impact journals" wherein students will chronicle the impact of their DAS studies as it relates to their teaching practices. These journals will contribute to the summative assessment.

Summative assessments of student pedagogical development will be achieved primarily through the journaling component of their DAS experience together with student and mentor feedback of their teaching performance(s).

Assessments of Outcome 1 will be used to monitor the development of students' pedagogical mastery, as well as improve our program and process.

Learning outcome 2:

Formative assessments of students' professional knowledge will occur primarily in pedagogical coursework.

Summative assessments will take the form of research pertaining to their professional practice and/or student and instructor evaluation of their practice.

Learning outcome 3:

Formative assessments pertaining to the anatomical sciences are built into the main coursework components of the curriculum. For example, major assignments, exams, and course outcomes in the gross anatomy summer intensive, the neuroanatomy, histology, and embryology courses, and so on.

Summative assessments in the form of comprehensive exit testing ensure that knowledge is retained and synthesized in a productive way to facilitate professional teaching practice.

Learning outcome 4:

On completion of the DAS, it is important that students do not simply re-learn the core knowledge in anatomical sciences that they may already be proficient in. Students should come away with the ability to teach a wider range of health sciences. As students develop a study plan, novel topics should be identified and included for study. Course outcomes in these areas as in Outcome 3 will serve as formative assessment of outcome 4. Similarly, exit testing will serve as Summative assessment for outcome 4.

How will you ensure that the assessment findings will be used to improve the program?

To ensure rigor in the coursework and curriculum in general, students must maintain at least a 70% average in the gross anatomy intensives and all other core anatomical science courses (neuroanatomy, embryology, and histology) to continue in the program. The Immersion experiences will be vetted and approved under the guidance of faculty mentors and the program director.

Additionally:

1. Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.
2. Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.
3. Faculty Development: Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement.
4. Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

What direct and indirect measures will be used to assess student learning?

Direct measures include examinations, skills assessments, case studies, and practical evaluations. Indirect measures include student surveys, feedback from instructors, and analysis of retention and graduation rates.

When will assessment activities occur and at what frequency?

Assessment activities will occur throughout the program at various frequencies:

- Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.
- Summative assessments (midterm, final examinations, term projects, reflection essays) will occur at the end of relevant courses and following at the end of each year. Alumni and industry surveys will be completed two years following graduation.
- Case studies, teaching plans, and projects will be assigned periodically.

Student Learning Outcomes

Learning Objectives

The intended learning outcomes for this program are designed to produce graduates who will succeed in the current academic climate while meeting the education needs for the allied health professions. We have identified three guiding principles for our program outcomes:

First, medical schools have drastically reduced anatomical science (including neuroanatomy, histology, embryology, and gross anatomy) contact hours over the decades, profoundly impacting current and prospective anatomists' duties. A survey in 1931 reported that anatomy instruction in medical schools averaged 780 hours, ranging from 480-1185 (Drake et al., 2009). Recent figures from U.S. medical schools estimate 129 hours of curricular time are devoted to the anatomical sciences (Wilson et al., 2020), a decline of over 80% from 1931. This brings to light two considerations. First, anatomists must be expert educators, able to design and implement innovative curricula to fit a working knowledge of the human form into a shortened course. Second, while expertise in anatomy is still required it may no longer be sufficient for an anatomist to have a robust academic career. To this end, it is recognized that anatomists are well positioned to teach in other areas, including medical imaging, (patho)physiology, kinesiology, and other basic sciences that are related to a wholistic understanding of the human form and function.

Second, over the last century in the U.S., social and economic forces have shaped an academic environment where, excellence in research is valued above excellence in teaching. Most faculty in universities are research scientists first, and educators second. While teaching excellence is required to facilitate the academic success of students, it is often not sufficient for advancement in the current tenure track faculty model. Therefore, our graduates must be able to produce academic research. Together with a need for expertise

in teaching methods and theory, this positions anatomists as candidates for educational scholarship. To this end, our curriculum includes courses on research methods and educational theory, as well as an expectation to produce a dissertation capstone project. Third, while research literacy and productivity is important for any academic professional, we also recognize the need to produce expert practitioners of education in the medical sciences. To this end, we have taken inspiration from discussion of the Professional Practice Doctorate (PPD) model. PPD's include the Doctor of Medicine (MD), Doctor of Education (EdD), Doctor of Nurse Practitioner (DNP), Doctor of Psychology (PsyD) and more. These PPD programs differ from the traditional academic doctorate (PhD) in many ways. Importantly, the outcome goal for a PPD program is to prepare graduates to practice within their profession, rather than establish a research program. Overall, the DAS degree aims to develop professional educators to meet the needs of students in the allied health professions, while possessing the tools required to succeed in our current academic climate.

In summary, the main learning outcomes for our program are outlined below:

- Develop foundational knowledge in curriculum design and pedagogical technique to shape and/or improve their teaching practice.
- Improve their teaching practice by creating professional knowledge through applied scholarly inquiry (e.g. education research) and/or extensive, hands-on instructional experience.
- Develop a critical awareness of educational practices and evaluation procedures. Graduates will be able to design effective courses and valuable content, with formative and summative evaluation strategies for people, programs, and policy. They will understand culturally complex constituents and adhere to ethical, moral, and legal standards.
- Expand and reinforce their expertise in the core subjects of the anatomical sciences through rigorous course work, with a focus on dissection-based gross anatomy.
- Broaden their scope of expertise in subjects relevant to educating allied health professionals, including anatomy, medical imaging, and (patho)physiology.
- Develop professional skills that will prepare them to move into leadership positions in employer, professional, or community organizations at the local/state/national level.
- Promote effective communication among students and colleagues.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

Expert knowledge of anatomy is central to diagnosis and treatment of disease and as such in-depth coursework in the anatomical sciences has long been the foundation of health sciences curricula. In fact, the need for robust training in the anatomical sciences in current health sciences programs continues to grow. For example, medical care providers from many different corners of the health care professions (doctors, nurses, physician assistants, etc.) and in many different settings (ER, family practice clinics, sports med clinics, etc.) increasing rely on non-invasive medical imaging techniques such as point-of-care ultrasound to evaluate patients and diagnosis disease. In all cases, to interpret images and make diagnoses practitioners rely on their detailed knowledge of anatomy acquired during their training.

Student enrollment surges in the health sciences and continued growth of health sciences programs across the U.S. are fueling an increasing need for highly trained anatomy instructors to teach medical education. Despite this, health sciences programs nationwide are facing an increasing shortage of highly trained anatomy educators. This well-documented shortage is due in part to biomedical graduate programs shifting away from providing doctoral students with classical training in the anatomical sciences and focusing instead on training students to become researchers in other fields. For biomedical programs, an underlying driver of this is the pressure to capture a greater share of research funding from NIH and other funding agencies. This is a decades long trend, one that will likely remain on trajectory into the foreseeable future as faculty, programs, and institutions compete for external funding. The decline in trained anatomists was underscored in 2003 reports published in *Science* and the American Association for the Advancement of Science that found that more than 80% of department chairs expressed moderate or great difficulty hiring to meet anatomy teaching needs [1]. More recent studies confirm the continued shortage of trained anatomists, and the difficulty in filling position openings [2]. Additional lines of evidence demonstrating this come from job posting data from the American Association for Anatomy [AAA; 2], the Survey of Earned Doctorates data from the National Science Foundation [3], and faculty retirement data from a survey of AAA members [4]. To reverse the current anatomy educator shortage, which is projected to worsen as populations of anatomists from the Baby Boomer generation begin to retire, additional doctoral programs in the anatomical sciences are needed.

Currently, only eight Anatomy Education doctoral programs exist in the U.S. and none of these programs are affiliated with the state of Idaho [3]. The paucity of doctoral level anatomy training programs is not surprising given that most colleges and university are ill-equipped to house these programs. The development of new doctoral level anatomy training programs is constrained by the need for expensive, highly specialized facilities such as human cadaver labs along with the faculty expertise to teach in the programs. This restricts doctoral level programs to institutions with medical schools.

The College of Graduate Studies is well positioned to house the proposed DAS program. The DAS program will be led by core group of classically trained anatomists. All are faculty in the WWAMI medical education program, and all are highly motivated to teach in the proposed DAS degree. Each brings to the program considerable experience instructing anatomy and related courses to medical students. An additional group of WWAMI faculty with DoE degrees will teach in and help guide educational training components of the DAS degree. The DAS program will utilize the WWAMI anatomy lab facility, a state-of-the-art cadaver lab and teaching facility. Additionally, the overall budget required to run the DAS program will be modest since it will follow a tuition-based self-support model. Access to existing anatomy education PhD programs is often limited due to their competitiveness. The competitiveness of these programs is predominantly a consequence of limited enrollments due to funding and mentor availability. By making the DAS program a tuition-based self-support model, the program itself is less constrained by funding.

The DAS program will recruit students from across the state of Idaho as well as nationally, targeting two groups: 1) students pursuing prerequisite undergraduate and/or graduate degrees, and 2) current instructors in health science related programs who lack a doctoral degree.

The first group represents a very deep pool of potential applicants. Undergraduate degrees in biology represent the fourth most popular degree type with over 120,000 degrees awarded nationally per year. Similarly, the fields of kinesiology and physical therapy produce over 37,000 graduates per year and health professions related degrees over 35,000 graduates per year. For context, our proposed program has the capacity to accept yearly cohorts of 20 students, based on the shared use of our anatomy lab facility with other programs that use the facility. We acknowledge that there exists limited awareness among undergraduates of career opportunities in anatomy. The lack of programs dedicated to training anatomists directly contributes this [5]. However, we are confident that targeted messaging and recruiting will yield a substantial number of interested students. Average anatomy professor salary is over \$93,000.00 per year and there is a clear and present demand for qualified educators in this discipline. Graduates will be qualified to teach a variety of health sciences programs and biology.

The second group of potential students, those currently employed in higher education as anatomy instructors but who lack a doctoral degree, face limited professional opportunities. In health sciences fields at the university level, a terminal degree, i.e. a doctoral degree, is required for a tenure track faculty appointment. In our research regarding development of this program, we found that it is common for Idaho's 2- and 4-year Colleges and Universities to staff anatomy related courses with instructors who lack a doctoral degree, with the lack of better qualified applicants cited as a primary reason. In surveying instructors and department heads in Idaho and among our WWAMI sister sites, we found there was clear demand from instructors to complete a doctoral degree since it would increase their professional opportunities. To maximize student interest and appeal to non-traditional students who are currently employed teaching, our program is designed a hybrid education model with academic year remote learning over academic (spring and fall terms) and intensive on-site learning over summer terms.

This program is a new offering at the University of Idaho. As such, new staff and faculty will need to be recruited and hired; however, the program will also rely on existing WWAMI anatomy faculty to cover teaching. Much of the hands-on, intensive anatomy instruction will occur during summers when WWAMI faculty (9-month academic appointments) are off contract but eager to continue teaching. During the academic year, adjustments to current WWAMI faculty workloads will be made to assist with DAS program instructional needs.

Our vision is to be the premier program for preparing anatomy faculty members who contribute to health care improvements through expert instruction and research. Our graduates will be able to serve in numerous faculty roles to help deliver cutting edge curricula and training, while also meeting unmet needs in the development of health care education infrastructure. Our graduates will help meet the national shortage of anatomy educators, one that directly impacts Idaho's ability to deliver and expand health care related education. All of Idaho's Colleges and Universities have pre-health and health professions programs but often struggle with staffing the programs with qualified instructors, limiting the ability to grow and develop these programs.

References

Anatomy Classes Face Gross Shortage. *Science*, 2003. 299(5611):1309-1309.

Wilson, A.B., et al., A Look at the Anatomy Educator Job Market: Anatomists Remain in Short Supply. *Anat Sci Educ*, 2020. 13(1):91-101.

Wilson, A.B., et al., Are Anatomy PhDs Nearing Extinction or Adapting to Change? *United States Graduate Education Trends in the Anatomical Sciences*. *Anat Sci Educ*, 2021. 14(4): 432-439.

Edwards D, Meyer ER, Brooks WS, Wilson AB. Faculty retirements will likely exacerbate the anatomy educator shortage. *Anat Sci Educ*, 2022. 16(4):618-628.

McCuskey, R.S., S.W. Carmichael, and D.G. Kirch, The importance of anatomy in health professions education and the shortage of qualified educators. *Acad Med*, 2005. 80(4):349-51.

Supporting Documents

Appendix B- response to external peer review.docx

Appendix A DAS onsite visit report.pdf

Org Chart_Health Professions_COGS_SHAMP.pdf

Appendix D - Letters of Support copy.docx

Appendix C - DAS course descriptions.docx

UI Letter for DAS Program.pdf

2024 (FINAL) DAS Budget - Full Proposal-Form v032824.xlsx

Reviewer Comments

Linda Lundgren (lindalundgren) (Tue, 10 Oct 2023 23:55:31 GMT): Rollback: Per Jeff Seigmiller's email to Gwen Gorzelsky, Linda Lundgren is rolling back the DAS to the department.

Linda Lundgren (lindalundgren) (Mon, 16 Oct 2023 20:30:18 GMT): Attached email from TJ Bliss to Gwen Gorzelsky on October 16 re: external review.

Linda Lundgren (lindalundgren) (Wed, 18 Oct 2023 00:12:15 GMT): Rollback: Rolling back to Department. Email with details of reasons for rolling this back sent to Jeff Seegmiller from Linda Lundgren on 10/17/23.

Jeffrey Seegmiller (jeffreys) (Mon, 30 Oct 2023 19:20:12 GMT): Rollback: Make suggested changes from provost office

Jeffrey Seegmiller (jeffreys) (Mon, 30 Oct 2023 19:24:16 GMT): Rollback: Change

Tyler Bland (tbland) (Mon, 30 Oct 2023 19:25:37 GMT): Rollback: Correction

Brenda Helbling (brendah) (Tue, 19 Dec 2023 22:24:16 GMT): Rollback: As discussed in 12/19/23 email, ensuring updated version of materials was attached. Whitney requested return to check. Brenda 208-874-2274 if questions.

Brenda Helbling (brendah) (Thu, 28 Mar 2024 15:32:54 GMT): Rollback: Rolled back to address consistency and upload the revised SBOE form (as needed) and SBOE budget (that you were working on yesterday). Please do not delete old forms; just ensure the new ones have revision dates in the titles. Thanks!

Sydney Beal (sbeal) (Fri, 29 Mar 2024 15:26:39 GMT): Received email approval to approve program through Degree Audit Review and Graduate Council Chair

Key: 547

Response to External Peer Review of DAS Program Proposal

An external programmatic review of the proposed Doctorate of Anatomical Sciences was completed in August 2022. The external review team was asked to assess the program within the present and projected future contexts, addressing program elements, faculty, need, and resources. The resulting Onsite Visit Report identified program strengths along with potential areas for improvement. We have addressed the team's suggestions for improvement and incorporated the changes into our program as appropriate. Below is a list of the review team's "areas for improvement" (in italics) along with our responses and description of changes we have made to our program:

- 1. The original proposal did not specify a lab component for the neuroanatomy curriculum.*
Most of the neuroscience curriculum will be completed online, including lab exercises. A subset of neuroscience labs is incorporated into the advanced gross anatomy courses, which are taught in-person during summers.
- 2. The external review team also recommends starting the program in the summer term, instead of the fall term, to lead with the gross anatomy curriculum.*
We have adjusted our curriculum sequence to begin in the summer term, as suggested.
- 3. Curricula related to qualitative methods and mixed methods research is missing from original proposal. The on-site team recommends adding these missing elements.*
These topics have been built into the Research Methods course.
- 4. For students with prior or current teaching experiences, the program may consider a waiver of teaching practicum credits.*
We have adjusted our curriculum to allow students who enter with appropriate prior or current teaching experience to receive a waiver of teaching practicum credits.
- 5. TAships are available for credit or elective. The program should consider making TAships required.*
We have adjusted our curriculum to make teaching a practicum required, unless students have appropriate prior or current teaching experience (see point 4, above).
- 6. Not clear how all-course level objectives will be assessed.*
We have better aligned course level objectives with outcomes of course-work, examinations, and Immersion experiences. Course level assessments will include student projects, examinations, reflection essays, teaching performance, peer and instructor evaluation of teaching performance, and an end of program comprehensive exam. Additionally, indirect measures of program performance such as GPA, grades, graduation/attrition rates, and employment placements of graduates will be closely monitored.
- 7. No clear direction of details or timing of the qualifying/preliminary exam were provided.*
The original DAS proposal included a preliminary exam and dissertation requirement. At the suggestion of the external review team, the dissertation component has been removed. In its place, we have added three terms of Immersion experience. In place of a preliminary exam, a comprehensive exam will be added at the end of fall 3, i.e., prior to the final Immersion term (spring 3 year).

8. *Some ambiguities remain pertaining to the education component of the DAS curriculum and which faculty are most likely to lead teaching and research mentoring roles.*

The original program proposal reviewed by the External Peer Review team lacked syllabi for some of the courses in the education component of the curriculum. These have now been developed, all of which will be new DAS courses tailored specifically to the needs of students in our program. Instruction of these education-related courses will be led by current WWAMI faculty including Rusty Baker, (Research Methods), Joshua Johnson (Philosophical Underpinnings of Medical Education; Teaching Paradigms in Medical Education; History of Educational Philosophy; Seminar: Practice in the Allied Health Professions). Dr. Baker is the Associate Director of Medical Research and currently teaches Research Methods to medical students. Joshua Johnson currently teaches anatomy to medical students and is scheduled to be awarded a DoE degree in 2024. An additional faculty member with expertise in medical education will be hired to help teach the remaining DAS education-related courses.

9. *Syllabi only contained placeholders for assessments and had not been fully fleshed out. More specificity related to course-level assessments, especially formative assessments.*

Syllabi have been developed more fully, including descriptions of assessment plans.

10. *No mention of specific community engagement project opportunities, details about how to increase diversity, or goal for research dissemination noted within the proposal.*

While community engagement projects are encouraged, they are not required in our proposed program. This is due in part to the fact that most of our students will be dispersed and completing coursework remotely throughout the academic year, which makes tracking and monitoring projects difficult. During summers when students are on-site, there may be opportunities for DAS students to work with Moscow-area K-12 students on anatomy-related topics or demonstrations; however, this will not be a major focus of our program.

Student recruitment will take place across the country, including at institutions where 20% or more of the student body are students from underrepresented minority groups. Dr. Pfeiffer served as the PI of five NSF REU Site awards and has considerable experience in recruiting URM students from biology programs and health sciences programs. He maintains connections at several URM-serving institutions across the country and will utilize these contacts during recruiting efforts.

Our original proposal included a dissertation requirement. Based on concerns raised by the external peer review team and others, this requirement has been dropped. As such, research dissemination is not a major goal for our students, although we do anticipate a subset of students will present results and/or publish findings from their Immersion terms.

11. *The proposal did not specify their workload plans or how new faculty may be involved in curriculum development. The proposed summer anatomy courses may be co-taught (according to an interview with P. Fuerst). Workload arrangements will need to be clearly defined prior to starting the program.*

Workload plans will be developed closer to the start of the program. The proposed DAS program is one of multiple new programs being developed by the new School of Health and Medical Professions. Several of these programs will share portions of current faculty FTEs as well as those of new hires. At this point, we will hold off defining exact workload agreements until we have a clear timeline of when and if each proposed program will start. The proposed summer anatomy courses will be co-taught by four current WWAMI anatomy faculty.

12. *There is a need to hire faculty with educational research experience and establish a clear delineation of duties for current and future faculty to ensure workloads are feasible, particularly outside of the summer months. Formal MOUs with colleges/programs outside of WWAMI are crucial and should include agreements regarding coursework, shared costs, and faculty mentorship responsibilities.*

Joshua Johnson, current anatomy instructor in the WWAMI program, is scheduled to be awarded a DoE degree in 2024. He will assume a key role in the DAS program, teaching education-related courses and mentoring those students who choose to pursue education-related research projects during their Immersion terms. Dr. Rusty Baker, Associate Director of Medical Research, will also mentor DAS students who undertake research. Dr. Baker has considerable experience mentoring medical students on research projects, including projects that use qualitative methods and mixed methods approaches. The DAS program will also hire an additional faculty with experience in medical education.

As originally planned, the DAS program would rely on several courses taught by the College of Education, Health, and Human Services. We have revised our program so that all required courses, including education-related courses, will be DAS courses taught by our faculty. This removes the need for formal MOU's with other colleges/programs and enables us to tailor the courses to our students' needs and offer them on a schedule that works best for our students.

13. *Regular course offerings could include more variety of assessments and assignments for monitoring student progress and content mastery. More details concerning dissertation guidelines and parameters are needed. A curriculum plan is also underdeveloped without explicitly addressing the regularity of offerings and their delivery approach (online synchronously, online asynchronously, or in-person). Consider offering tracks of study and part-time enrollment to encourage greater program marketability.*

A greater variety of assessment and assignments, including written reflections, peer evaluations, term papers, capstone projects, and oral presentations, have been built into courses.

The dissertation requirement has been removed from the degree. In its place, the program now includes three Immersion terms during which students complete three immersion tracks selected from the following options (Students may choose to repeat and individual track in more than one Immersion term):

- i. Pedagogical Immersion: Under the guidance of a faculty mentor, students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading.
- ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy.
- iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.

The curricular plan has been fully developed and now details when course offerings will take place and the mode of delivery. All summer courses will be offered in-person and all academic year courses will be offered online asynchronously, with the exception of four electives (Radiology Seminar, Point-of Care Ultrasound, Cognitive Neuroscience, and Sports Biomechanics) which will be offered in-person. At the recommendation of the external review team, we will offer part-time enrollment as an option.

14. *Resource sharing with other departments is unclear and should be further developed prior to finalizing the program's proposal.*

The DAS program will utilize the WWAMI Medical Education Program's anatomy lab teaching facility during summers. The facilities anatomy lab and classroom are not used by medical students during this time. Other resource sharing is not necessary.

15. *It is unclear how proposed research relationships will benefit DAS students as more details about the expectations of the dissertation are needed to fully understand how the joint research projects could meet the needs of the DAS students to fulfill their research requirements in educational research.*

As noted above, the dissertation requirement has been removed from the DAS program.

16. *Future faculty who are hired should have experience and publications in medical education research or a closely related field in education to strengthen the program's expertise in this area. Currently, only two WWAMI faculty have publications in graduate program development and experience mentoring education-focused graduate students. Given the anticipated large cohort size, two faculty alone cannot manage all dissertation research projects.*

As noted above, the dissertation requirement has been removed from the DAS program.

Joshua Johnson, current anatomy instructor, is scheduled to be awarded a DoE degree in 2024, which will increase our WWAMI faculty with doctoral level training in education to three. The DAS program plans to hire an additional faculty member with similar strengths in education training and research.

17. *Currently, the program's greatest limitation is having enough faculty trained in educational practices and methods for research oversight, given the high annual enrollment of 20 students per cohort. At present, the projected student to faculty ratio for research mentorship and oversight does not seem feasible from a quality assurance perspective.*

See response in 16.

18. *One area of concern for the DAS program is the ratio of proposed students to faculty members with experience conducting educational research for the purpose of doctoral committee membership. Faculty are likely to have a significant mentorship burden and be members or chairs on numerous committees.*

See response in 16.

APPENDIX D: Letters of Support

Regional Unit Heads/Hiring Officials

| | |
|--------------------|---|
| Conley and Roberts | WSU Elison Floyd College of Medicine |
| Lambert | North Idaho College |
| Teintze | University of Montana WWAMI Medical Education Program |
| Schumaker | University of Wyoming WWAMI Medical Education Program |

Idaho Faculty Interested in the Program

| | |
|-------------|---|
| Bezzerrides | Lewis Clark State College |
| Johnson | North Idaho College |
| Leavitt | College of Western Idaho |
| Moore | College of Western Idaho |
| Ozeran | North Idaho College |
| Reeds | North Idaho College |
| Zenker | University of Idaho/North Idaho College |

December 8, 2021

Peter Fuerst, Ph.D. Associate
Professor
WWAMI Medical Education Program
Department of Biological Sciences University of
Idaho
Moscow, ID 83844

Dear Peter,

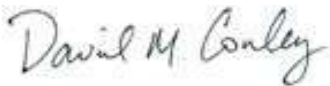
We are writing to express our strong support for the doctoral degree program in Anatomical Sciences that you are proposing to develop at the University of Idaho. As medical school faculty with many years of experience developing and delivering anatomy education at Washington State University and other major university programs (University of Washington and University of Minnesota), we know how difficult it is to find faculty trained in the anatomical sciences, including expertise in cadaveric dissection.

As biomedical research has transitioned to more cellular and molecular approaches to the study of disease, basic science departments that used to train graduate students in anatomical sciences have begun hiring faculty without expertise in anatomy. The downstream effect has been a nearly complete lack of graduate programs that include training in gross anatomy, embryology, histology, and macro- level neuroscience. We now have a situation where it is almost impossible to find trained anatomists, so we often hire applicants without this skill set, who we must then train ourselves, with no guarantee that an anatomy teaching career is a good fit. A well-trained individual with a degree in anatomical sciences would rise to the top of a typical applicant pool and would be highly competitive for positions at most medical schools, including our own. The additional areas of training proposed in your degree program, including histology, neuroanatomy, medical imaging, and kinesiology would further equip the degree holder to succeed in a broad range of programs, beyond medical (MD/DO) education. We could certainly use graduates from your program at our institution.

With the need clearly apparent, we strongly support the development of your proposed program, and we urge the Idaho State Board of Education to approve it, post haste. We stand ready to support your program in any way we can, including providing experiences in anatomy instruction at our institution.

We look forward to hearing of the approval of your program by the Idaho State Board of Education and your successful development and implementation of this program at the University of Idaho.

Sincerely,



David Conley, PhD
Associate Professor
Department of Medical Education &
Clinical Sciences



Ken Roberts, PhD
Professor and Chair,
Department of Translational Medicine &
Physiology



North Idaho College

1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

Natural Sciences Division
(208) 769-3495 phone
(208) 769-7839 fax

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. As biomedical research switched to identifying molecular disease mechanism a side effect has been a lack of trained anatomists. It has historically and is currently difficult for us to identify trained anatomists and we often hire underqualified applicants who we must then train with no guarantee that the career is a good fit for the trainee. A well-trained individual with a degree in anatomy would rapidly rise to the top of a typical applicant pool and would be highly compatible for this type of well compensated position. The additional training the University of Idaho anatomy doctoral degree would offer in histology, neuroanatomy, radiology, ultrasound and kinesiology would make the degree holder a highly desirable hire for a broad range of medical education programs beyond the degrees we offer in our program.

Sincerely,

Paula Lambert

Natural Sciences Division Chair
(208) 769-3249
paula.lambert@nic.edu



Peter Fuerst, PhD
Associate Professor, University of Idaho
Associate Director, WWAMI Medical Education Program
University of Washington School of Medicine

Dear Peter and State Board of Education,

I enthusiastically support your plan to offer a doctorate in anatomical sciences degree at the University of Idaho. As biomedical research transitioned to identifying molecular disease mechanisms over the past decades, PhD students were no longer being trained in anatomy. I know from our experience at MSU how difficult it has been for us to identify and hire trained anatomy faculty for our medical school and our undergraduate biology programs. At our WWAMI Medical Program, our last anatomy faculty search took three years; we eventually hired a senior faculty member from another medical school. This individual will be retiring soon, requiring us to search again. For the undergraduate program, we have hired underqualified applicants, who must then train on the job with no guarantee that teaching anatomy is a good career. A well-trained individual with a degree in anatomy would rapidly rise to the top of a typical applicant pool and would be highly compatible for these well compensated faculty positions. The additional training the University of Idaho anatomy doctoral degree would offer in histology, neuroanatomy, radiology, ultrasound and kinesiology would make the degree holder a highly desirable hire for a broad range of medical education and allied health programs at universities like ours.

WWAMI Medical
Education Program

Yours sincerely,

Martin Teintze, Ph.D.
Director, WWAMI Medical Education Program
Montana State University
Assistant Dean, Foundations Phase
University of Washington School of Medicine



Bozeman Health
Deaconess Hospital
937 Highland Blvd.
Suite 5220
Bozeman, MT 59715
www.montana.edu/wwami

Tel (406) 994-1411
Fax (406) 994-4308
Email wwami@montana.edu

Mountains & Minds



January 11, 2022

RE: Anatomical Sciences Degree Program

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. As biomedical research switched to identifying molecular disease mechanism a side effect has been a lack of trained anatomists. We are currently searching for an anatomist with cadaver-based dissection experience and neuroanatomy expertise. It has historically been difficult for us to identify trained anatomists and we often have worry that our applicant pool will not meet our high medical education standards. A well-trained individual with a degree in anatomy would rapidly rise to the top of a typical applicant pool and would be highly compatible for this type of well compensated position. The additional training the University of Idaho anatomy doctoral degree would offer in histology, neuroanatomy, radiology, ultrasound and kinesiology would make the degree holder a highly desirable hire for a broad range of medical education programs beyond the MD degree we offer in our program.

Sincerely,

A handwritten signature in black ink, appearing to read "Brant A. Schumaker".

—
Brant Schumaker DVM, MPVM, PhD
Director, Wyoming WWAMI Medical Education Program, University of Wyoming
Foundations Assistant Dean, University of Washington School of Medicine
Clinical Associate Professor, University of Washington Department of Comparative Medicine
Tel: 307-766-2497 • Fax: 307-766-2492 • bschumak@uwyo.edu
[Facebook](#) | [Website](#) | [UWYO](#) | [UWSOM](#)



Alex Bezzerides, PhD
Professor of Biology
Division of Natural Sciences and Mathematics
Lewis-Clark State College
albezzerides@lsc.edu

January 03, 2022

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. As biomedical research switched to identifying molecular disease mechanism a side effect has been a lack of trained anatomists. It has historically and is currently difficult for us to identify trained anatomists and we often hire underqualified applicants who we must then train with no guarantee that the career is a good fit for the trainee. A well-trained individual with a degree in anatomy would rapidly rise to the top of a typical applicant pool and would be highly compatible for this type of well compensated position. The additional training the University of Idaho anatomy doctoral degree would offer in histology, neuroanatomy, physiology, pathophysiology, radiology, ultrasound, pedagogy, research methods and kinesiology would make the degree holder a highly desirable hire for a broad range of medical education programs beyond the degrees we offer in our program.

Sincerely,

A. B. Bezzerides

Alex Bezzerides

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching Anatomy & Physiology as well as Human Cadaver Prosection at my institution, North Idaho College, with a Master's of Science degree in Clinical Anatomy from Creighton University School of Medicine, but lack a dissertation based doctoral degree that would aid in my profession development and expand my teaching portfolio. I work during the academic year and have flexible summers and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working, and to spend two summers to gain an in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4 year Colleges, Universities and Community Colleges who would greatly benefit from the unique program that you are proposing to found.

Sincerely,

Katie Johnson, MS
Assistant Professor of Biology
Natural Sciences Department
North Idaho College
Email: kjohnson3@nic.edu

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching Anatomy and Physiology at the College of Western Idaho with a master's degree in biology, and have been actively considering and looking for a doctoral program that would aid in my professional development and allow me to expand my teaching portfolio. I work during the academic year but have flexible summers, and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working, and to spend two summers to gain an in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4-year colleges, universities and community colleges who would greatly benefit from the unique program that you are proposing to found. I have sat on many hiring committees at CWI looking for A&P faculty, and it is very difficult to find highly qualified faculty for this particular subject. I believe that this unique program would help to change that situation.

Sincerely,

Hollie Leavitt, M.S.
Associate Professor of Biology
College of Western Idaho

From: Hollie Leavitt <hollieleavitt6@cw.edu>
Sent: Friday, December 3, 2021 10:15 AM
To: Fuerst, Peter (fuerst@uidaho.edu) <fuerst@uidaho.edu>
Subject: Health Sciences Doctoral Degree

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching Anatomy & Physiology II and Human Structure and Function at the College of Western Idaho with Master's degrees in Plant Science from the University of Idaho and Educational Technology from Boise State University. However, I lack a dissertation-based doctoral degree that would aid in my professional development and expand my teaching portfolio. I work during the academic year and have flexible summers and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working and to spend two summers to gain in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4-year Colleges, Universities, and Community Colleges who would greatly benefit from the unique program that you are proposing to found.

Sincerely,

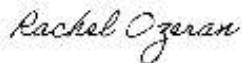
Christina Moore

Christina R. Moore
Assistant Professor of Biology
College of Western Idaho
MS 5300, P.O. Box 3010
Nampa, Idaho 83653

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching anatomy at my institution, North Idaho College, with a degree in Neuroscience from The Ohio State University, but lack a dissertation based doctoral degree that would aid in my professional development and expand my teaching portfolio. I work during the academic year and have flexible summers and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working, and to spend two summers to gain an in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4 year Colleges, Universities and Community Colleges who would greatly benefit from the unique program that you are proposing to found.

Sincerely,



Rachel Ozeran, M.S.

Assistant Professor of Biology
Natural Sciences Department
North Idaho College
Email: rozeran@nic.edu

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently teaching anatomy at my institution, North Idaho College, with a degree in Microbiology, but lack a dissertation based doctoral degree that would aid in my profession development and expand my teaching portfolio. I work during the academic year and have flexible summers and am highly enthusiastic about the ability to complete remote course work during the academic year while I am working, and to spend two summers to gain an in-depth anatomy and teaching experience at your state-of-the-art facility. I would strongly consider pursuing this degree if it is approved. There are many faculty across the country teaching in professional programs, 4 year Colleges, Universities and Community Colleges who would greatly benefit from the unique program that you are proposing to found.

Sincerely,

Karen Reeds
Human Biology Instructor
North Idaho College

Lizabeth Zenker, DC
Instructional Laboratory Manager
College of Science
Department of Biological Sciences
LSS 359
208 885 6776
lzenker@uidaho.edu



DEPARTMENT OF
BIOLOGICAL SCIENCES
College of Science
876 Perimeter Drive MS3051
Moscow ID 83844-3051
P: 208 885 6280
F: 208 885 7905 JAX
uidaho.edu/sci/biology

Dear Peter and Idaho State Board of Education,

I am writing to affirm support for the value of your doctorate in anatomical sciences degree. I am currently an Instructional Laboratory Manager at the University of Idaho, with a bachelor's degree in biochemistry and a Doctor of Chiropractic degree. I have worked in the field as a practitioner, and more recently in academia as an Assistant Professor in Anatomy & Physiology (A&P) and Prosection (Human Cadaver Dissection). I have served on several hiring committees at North Idaho College in search of additional A&P professors and adjuncts. In my experience, there have been many Doctors of Physical Therapy & Chiropractic that seek to join academia. Their practical knowledge is valuable, however during the interview process, many lacked the extensive scientific background or experience to properly teach courses in A&P or Prosection. This was also true of many applicants with master's degrees. I have been a member of the Human Anatomy & Physiology Society and have also served on their Cadaver Use Committee. This is a national organization that provides information, continuing education, as well as structure and continuity with Learning Outcomes across the differing levels of A&P from community colleges, four-year institutions & universities, as well as medical and osteopathic colleges. In my experience with this organization, there is a strong need for professors to have the proper background in Anatomy. Many current professors began teaching those courses without any prior experience or structured coursework and are seeking additional education to fulfill their knowledge gap. The Cadaver Use Committee has been trying to organize, unsuccessfully, to help train and fulfill this niche of training professors to teach Prosection courses. However, there is a lack of professors with these skills or background, even in this organization. Having a dedicated degree of this caliber would fulfill this significant need and be available for those educators to gain additional knowledge, experience, and professional development while they work concurrently. This is a very exciting and fantastic opportunity. Being able to complete coursework remotely during a three-year cycle and having the two in-depth summer sessions at the state-of-the-art cadaver lab at the Moscow, Idaho WWAMI Medical facility would be an option not only I am interested in, but that many across the nation or locally could attain.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lizabeth Zenker'.

Dr. Lizabeth Zenker

MOSCOW

BOISE

COLORADALENE

IDAHO FALLS

STATEWIDE RESEARCH AND EXTENSION

To receive education through diversity, the University of Idaho is an equal opportunity/affirmative action employer.

APPENDIX C: Course Descriptions

Summer One

| Course | Description | Credits |
|----------|--|---------|
| MEDS 539 | Advanced Gross Anatomy for Teachers I This is the first of two graduate courses that will cover the gross anatomy of the human body in depth, using human cadavers. Its goal is to prepare students to become professional Anatomy instructors who can teach this material in Gross Anatomy courses in Medical, Dental, or Physical Therapy Schools. Additionally, they will be able to teach Anatomy or Anatomy & Physiology courses for undergraduate students in Health programs such as nursing, pre-med, pre-dent, pre-physical therapy, exercise science, and pharmacy programs. | 8 |
| MEDS0000 | Embryology for Anatomy Teachers This is an online class that will cover the structural development of the human embryo and fetus, mainly by organ systems. Its goal is to prepare Anatomy instructors so they can present this material in Gross Anatomy in Medical Schools, or in Anatomy or Anatomy and Physiology courses for undergraduate students in Health Programs such as nursing, physical therapy, and pharmacy. Along with normal human development, the course cover abnormalities of development, so the students can learn and teach birth defects, the developmental anomalies that are so important in the health fields. | 4 |
| MEDS0000 | Introduction to Medical Imaging Today's medical practitioners now require a solid understanding of the principles underlying each of the major biomedical imaging modalities along with expertise in interpreting the digital data and anatomical images generated. As such, medical imaging has become an essential component of Health Sciences curricula. This course will help equip Anatomy instructors with the requisite knowledge to utilize medical imaging in the coursework of Medical Schools or other Health Sciences training programs. | 2 |

Fall One

| Course | Description | Credits |
|----------|--|---------|
| MEDS 542 | Histology for Anatomy Teachers This is an online class that will cover the microscopic anatomy (histology) of the human body. Histology covers the body's cells and subcellular structures, its tissues, and the microscopic structure of its organs. The goal of this course is to prepare Anatomy teachers to present this material in Histology courses in Medical Schools, or in Anatomy or Anatomy & Physiology courses for undergraduate students in Health Programs such as nursing, pre-physical therapy and pre-pharmacy. | 4 |
| MEDS0000 | Philosophical Underpinnings of Medical Education Students will grapple with the philosophical foundations of education, including essential topics such as the nature of knowledge, the purposes and goals of medical education, and the social, political, and ethical considerations inherent in healthcare practice and teaching. Moreover, | 3 |

| | | |
|--|--|--|
| | this course challenges participants to become reflective medical educators capable of developing and articulating their own philosophy of education. | |
|--|--|--|

Spring One

| Course | Description | Credits |
|----------|---|---------|
| MEDS0000 | Physiology Elective 1 (see below for list of “Physiology Electives”) | 4 |
| MEDS0000 | Free Elective (see below for list of “Free Electives”) | 3-4 |

Summer Two

| Course | Description | Credits |
|----------|--|---------|
| MEDS 541 | Advanced Gross Anatomy for Teachers II This is the second of two graduate courses that will cover the gross anatomy of the human body in depth, using human cadavers. It will directly follow Advanced Anatomy I in each summer session. The goal of these courses is to prepare students to become professional Anatomy instructors who can teach this material in Gross Anatomy courses in Medical, Dental, or Physical Therapy Schools. Additionally, they will be able to teach Anatomy or Anatomy & Physiology courses for undergraduate students in Health programs such as nursing, pre-med, pre-dent, pre-physical therapy, exercise science, and pharmacy programs. | 8 |
| MEDS0000 | Instructional Practicum Instructional practicum provides students with an opportunity to improve teaching methods and techniques and expand professional skills under the guidance of faculty mentors. Teaching experience will include developing and delivering classroom lectures, learning assessments, and grading schemas, and demonstrations in the anatomy laboratory. | 2 |
| MEDS0000 | Seminar: Practice in the Allied Health Professions It is essential for educators in the health professions to understand some aspects of the clinical practice that their students are pursuing. Through a blend of lectures, discussions, case studies, and collaborative projects, this seminar fosters interdisciplinary perspectives on contemporary allied health practice for various professions (e.g., RN, CRNA, MD/DO, PA, NP, etc.) within the American medical system. | 1 |
| MEDS0000 | Curricular Development in Medical Education In an era marked by the rapid evolution of medical science, it is imperative that educators and administrators continuously adapt their curricula to align with the latest best practices and evidence. This course immerses students in the foundational principles of curriculum development tailored specifically for allied health professional training programs. Furthermore, students will be exposed to multiple curriculum development frameworks, equipping them with a versatile toolkit for shaping future curricula that remain responsive to evolving industry standards and educational needs. | 3 |

Fall Two

| Course | Description | Credits |
|--------|-------------|---------|
|--------|-------------|---------|

| | | |
|----------|---|-----|
| MEDS0000 | Radiology Elective (see below for list of “Radiology Electives”) | 1-2 |
| MEDS 546 | Neuroanatomy for Anatomy Teachers This is an online course that will cover topics in neuroanatomy. Topics include functional organization of the human nervous system, neurophysiology, supporting structures, and clinical relevance of these topics for health care practitioners. | 4 |
| MEDS0000 | Measurement and Evaluation in Medical Education This course is designed to survey principles of measurement and evaluation within the context of medical education. Students will delve into the foundations of assessment theories and methods of designing and implementing assessment tools for students in the allied health professions. Topics will encompass formative and summative student assessments, including written exams, question design, clinical evaluations, and other assessment methods such as simulation and portfolio assessment. Course assessments soliciting feedback from students will also be discussed. | 3 |

Spring Two

| Course | Description | Credits |
|----------|--|---------|
| MEDS0000 | Physiology Elective 2 (see below for list of “Physiology Electives”) | 4 |
| MEDS0000 | Research Methods This course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research in education. The course will introduce students to qualitative, quantitative, and mixed methods research approaches in education. Students will develop a broad understanding of these methods and how/when they should be employed. Specific topics will include conceptualizing educational research, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, drawing inferences, and writing research proposals. As a depth requirement, students will employ one specific method in the design and possible implementation of a small research study which they will present orally and as a written formal research proposal or article. | 3 |

Summer Three

| Course | Description | Credits |
|----------|--|---------|
| MEDS0000 | Immersion 1 Students will engage in a project with an in-depth focus on anatomical education thereby giving additional context to their training and career as an educator in health care professions programs. Students will choose one track per Immersion term from the following options (individual tracks may repeated in more than one term): i. Pedagogical Immersion: Under the guidance of a faculty mentor, students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading. | 4 |

| | | |
|----------|---|-----|
| | <p>ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy.</p> <p>iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.</p> | |
| MEDS0000 | <p>Principles of Online Course Design</p> <p>This course explores the skills and knowledge necessary to craft engaging, accessible, and effective online learning environments tailored to the needs of allied health professional students. Participants will dive into key concepts, including learner-centered design, accessibility and inclusivity considerations, multimedia integration, and assessment methods for online contexts.</p> | 2 |
| MEDS0000 | Free Elective (see below for list of “Free Electives”) | 3-4 |

Fall Three

| Course | Description | Credits |
|----------|---|---------|
| MEDS0000 | <p>Immersion 2</p> <p>Students will engage in a project with an in-depth focus on anatomical education thereby giving additional context to their training and career as an educator in health care professions programs. Students will choose one track per Immersion term from the following options (individual tracks may repeated in more than one term):</p> <p>i. Pedagogical Immersion: Under the guidance of a faculty mentor, students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading.</p> <p>ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy.</p> <p>iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.</p> | 4 |
| MEDS0000 | Free Elective (see below for list of “Free Electives”) | 3-4 |

Spring 3

| Course | Description | Credits |
|----------|--|---------|
| MEDS0000 | <p>Immersion 3</p> <p>Students will engage in a project with an in-depth focus on anatomical education thereby giving additional context to their training and career as an educator in health care professions programs. Students will choose one track per Immersion term from the following options (individual tracks may repeated in more than one term):</p> <p>i. Pedagogical Immersion: Under the guidance of a faculty mentor,</p> | 4 |

| | | |
|----------|---|-----|
| | <p>students will take the lead on developing and delivering classroom sessions, laboratory demonstrations, learning assessments, and grading.</p> <p>ii. Research Immersion: Students will complete a faculty-mentored research project related to instruction, such as an educational intervention, or a project in an area of anatomy.</p> <p>iii. Anatomical Prosection Immersion: Students will complete an extensive and detailed dissection in the cadaver lab with the goal of producing an anatomy demonstration (prosection) that will be used for instruction in medical student anatomy courses.</p> | |
| MEDS0000 | Free Elective (see below for list of “Free Electives”) | 3-4 |

ELECTIVES:

Physiology Electives (2 required)

| Course | Description | Credits |
|----------|--|---------|
| MEDS0000 | <p>Cell Physiology</p> <p>This course is a comprehensive study of underlying concepts common to the major cell physiology processes of the body. The course is designed for those seeking a solid grounding in cell biology and physiology. The course focuses on basic physiology of the cell and builds to understanding electrical activity, muscle physiology and neural physiology.</p> | 4 |
| MEDS0000 | <p>Medical Physiology</p> <p>Fundamentals of Medical Physiology is designed to provide students with an in-depth understanding of the function, regulation, and integration of human body organ systems at a level required for clinical medicine and basic research in medical physiology. The physiology of all organ systems will be covered, with emphasis placed on a functional understanding of homeostatic maintenance in health as well as in disease processes. Core concepts of cellular chemistry, function, and signaling mechanisms will also be included. Concepts are taught using a combination of recorded lectures, clinical correlations, and online problem sets. This course is designed to provide critical knowledge for individuals who wish to teach anatomy and physiology at the post-secondary level or to equip those who wish to teach anatomy at the graduate or professional degree level with appropriate foundational knowledge related to “function”.</p> | 4 |
| MEDS 544 | <p>Medical Pathophysiology</p> <p>This course is a comprehensive study of underlying concepts common to the major pathophysiological processes of the body. The course is designed for those interested in teaching pathology or pathophysiology or related disciplines or for health and pre-health students. The course adopts a system-based approach to pathology and integrates material across systems using diseases such as cancer.</p> | 4 |

Radiology Electives (1 required)

| Course | Description | Credits |
|----------|--------------------------|---------|
| MEDS0000 | Radiology Seminar | 1 |

| | | |
|----------|--|---|
| | This course is designed to strengthen students' understanding of clinical anatomy and of the application of medical imaging techniques in the clinical setting. Students will be required to prepare and present online presentations of clinical radiology cases selected from the primary medical literature. The use of real clinical cases will help students hone their skills in interpreting normal and abnormal anatomy using various medical imaging techniques and will reinforce topics in histology/histopathology and physiology/pathophysiology covered in previous courses. The course will include a focus on the design and delivery of instructional content for online delivery along with discussions surrounding best practices in developing test questions. This course is designed to provide critical knowledge and enhance instructional skills of individuals who wish to teach gross anatomy at the graduate or professional degree level or teach anatomy and physiology at the post-secondary level. | |
| MEDS0000 | Point-of-Care Ultrasound Point-of-Care Ultrasound (POCUS) has been adopted across various medical specialties. This course focuses on imparting students with a strong foundation in ultrasound physics, instrumentation, and image optimization techniques. Through hands-on sessions, learners will acquire essential skills in probe manipulation, setting optimization, and the acquisition of high-quality ultrasound images, relevant to diverse clinical scenarios. These competencies will enable students to effectively contribute to POCUS teaching across various allied health professions, facilitating broader access to this valuable diagnostic tool in healthcare. | 2 |

Free Electives (4 required)

| Course | Description | Credits |
|----------|--|---------|
| MEDS0000 | Teaching Paradigms in Medical Education Students will delve into various teaching paradigms, including but not limited to traditional didactic instruction, problem-based learning, team-based learning, simulation, and technology-enhanced approaches. Emphasis will be placed on critiquing the putative strengths, limitations, best practices, and real-world challenges associated with implementing each paradigm. | 3 |
| MEDS0000 | History of Educational Philosophy This course extends upon the foundational concepts introduced in MEDS0000 - Philosophical Underpinnings of Medical Education by providing a historical exploration of the philosophy of education both within the realm of medicine and general education. Students will select a topic that resonates with their personal interests and develop a treatise that traces the evolution of teaching within their chosen subject. By immersing themselves in the history of educational practices, students will cultivate a deeper understanding of the ways in which teaching their subject has evolved over time, the driving forces behind these transformations, and the ensuing societal, political, or professional ramifications. | 3 |
| MEDS0000 | Characteristics of Adult Learners | 3 |

| | | |
|----------|--|---|
| | Recognizing that medical professionals are destined to engage in lifelong learning, this course equips educators, healthcare practitioners, and administrators with the insights and strategies required to effectively educate and engage adult learners in the ever-evolving field of medicine. Participants will explore the foundational principles of andragogy, emphasizing its application in designing curricula, fostering active learning, and cultivating self-directed, motivated, and reflective medical professionals. | |
| MEDS0000 | Biological Basis of Sensation and Perception This course content explores the biological processes that underpin human sensation and perception, including the anatomy and physiology of sensory receptors, neural pathways, and the role of the brain in processing sensory input to derive meaning. | 3 |
| PSCH 526 | Cognitive Neuroscience Survey and analysis of major topics in field; emphasis on contemporary research and theory; related topics in perception, memory, and information processing and transformation. Additional projects/assignments required for graduate credit. | 3 |
| PEP 507 | Sports Biomechanics The purpose of this course is to investigate sport performance from an applied mechanical approach. Students will assess sport techniques, injury risk factors and equipment designs incorporating concepts of Newtonian Mechanics. | 3 |

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

| | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | | <u>FY 29</u> | |
|-------------------------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|
| | FTE | Headcount | FTE | Headcount | FTE | Headcount | FTE | Headcount |
| A. New enrollments | | 16 | | 16 | | 16 | | 16 Year 1 |
| | | | | 14 | | 14 | | 14 Year 2 |
| B. Shifting enrollments | | | | | | 13 | | 13 Year 3 |
| Total Enrollment | <u>0</u> | <u>16</u> | <u>0</u> | <u>30</u> | <u>0</u> | <u>43</u> | <u>0</u> | <u>43</u> |

II. REVENUE

| | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | | <u>FY 29</u> | |
|--|---------------------|---------------------------|---------------------|------------|-----------------------|------------|-----------------------|------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. New Appropriated Funding Request | | | | | | | | |
| 2. Institution Funds | | \$40,000.00 \$2,500.00 | | | | | | |
| 3. Federal | | | | | | | | |
| 4. New Tuition Revenues from Increased Enrollments | | | | | | | | |
| 5. Student Fees | <u>\$409,530.00</u> | | <u>\$779,188.00</u> | | <u>\$1,153,946.00</u> | | <u>\$1,153,946.00</u> | |
| 6. Other (i.e., Gifts) | | | | | | | | |
| Total Revenue | <u>\$409,530</u> | <u>\$42,500</u> | <u>\$779,188</u> | <u>\$0</u> | <u>\$1,153,946</u> | <u>\$0</u> | <u>\$1,153,946</u> | <u>\$0</u> |

*Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.*

III. EXPENDITURES

| | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | | <u>FY 29</u> | |
|---------------------------|---------------------|----------|---------------------|----------|---------------------|----------|---------------------|----------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Personnel Costs | | | | | | | | |
| 1. FTE | <u>2.0</u> | | <u>3.0</u> | | <u>4.0</u> | | <u>4.0</u> | |
| 2. Faculty | <u>\$160,000.00</u> | | <u>\$240,000.00</u> | | <u>\$320,000.00</u> | | <u>\$320,000.00</u> | |

| | | | | | | | | |
|-------------------------------------|------------------|------------|------------------|------------|------------------|------------|------------------|------------|
| 3. Adjunct Faculty | | | | | | | | |
| 4. Graduate/Undergrad Assistants | | | | | | | | |
| 5. Research Personnel | | | | | | | | |
| 6. Directors/Administrators | 75000 | | 75000 | | 75000 | | 75000 | |
| 7. Administrative Support Personnel | 60000 | | 60000 | | 60000 | | 60000 | |
| 8. Fringe Benefits | \$97,630.00 | | \$122,430.00 | | \$147,230.000 | | \$147,230.000 | |
| 9. Other: | | | | | | | | |
| Total Personnel and Costs | <u>\$392,630</u> | <u>\$0</u> | <u>\$497,430</u> | <u>\$0</u> | <u>\$602,230</u> | <u>\$0</u> | <u>\$602,230</u> | <u>\$0</u> |

| | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | | <u>FY 29</u> | |
|---|-----------------|------------|------------------|------------|------------------|------------|------------------|------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| B. Operating Expenditures | | | | | | | | |
| 1. Travel | \$2,500.00 | | \$2,500.00 | | \$4,000.00 | | \$4,000.00 | |
| 2. Professional Services | \$15,000.00 | | \$15,000.00 | | \$15,000.00 | | \$15,000.00 | |
| 3. Other Services | | | | | | | | |
| 4. Communications | | | \$40,000.00 | | \$40,000.00 | | \$40,000.00 | |
| 5. Materials and Supplies | \$35,000.00 | | \$52,500.00 | | \$52,500.00 | | \$52,500.00 | |
| 6. Rentals | \$20,000.00 | | \$20,000.00 | | \$20,000.00 | | \$20,000.00 | |
| 7. Materials & Goods for Manufacture & Resale | | | | | | | | |
| 8. Miscellaneous | | | | | | | | |
| Total Operating Expenditures | <u>\$72,500</u> | <u>\$0</u> | <u>\$130,000</u> | <u>\$0</u> | <u>\$131,500</u> | <u>\$0</u> | <u>\$131,500</u> | <u>\$0</u> |

| | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | | <u>FY 29</u> | |
|-----------------------------|----------------|------------|-----------------|------------|-----------------|------------|-----------------|------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| C. Capital Outlay | | | | | | | | |
| 1. Library Resources | | | \$3,000.00 | | \$3,000.00 | | \$3,000.00 | |
| 2. Equipment | \$5,000.00 | | \$10,000.00 | | \$10,000.00 | | \$10,000.00 | |
| Total Capital Outlay | <u>\$5,000</u> | <u>\$0</u> | <u>\$13,000</u> | <u>\$0</u> | <u>\$13,000</u> | <u>\$0</u> | <u>\$13,000</u> | <u>\$0</u> |

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Onsite Visit Report

Doctorate of Anatomical Sciences Program

The contents of this external programmatic review are intended for the prospective Doctorate in Anatomical Sciences (DAS) Program of the University of Idaho.

External Program Reviewers

Jessica Byram, Ph.D.
Indiana University

Adam B. Wilson, Ph.D.
Rush University

Caroline H. Wilson, Ph.D.
Chapman University

Date of Onsite Visit

August 9, 2022

Date of Original Report Submission

August 18, 2022

Date Program Confirmed Accuracy of Report

November 13, 2023

Report Guidelines

The panel is asked to assess the program within the present and projected future contexts, addressing program elements, faculty, need, and resources.

1. Program

1. Program quality as determined by its curriculum, faculty, infrastructure support, funding, and external partnerships.

A review of the program's quality was determined on the basis of the following five elements:

Curricular Offerings and Sequencing

Judgements concerning the quality of course offerings and curriculum sequencing were determined according to: (a) the comprehensiveness of course syllabi, planned content delivery, and assessment practices, (b) faculty qualifications and demonstration of teaching excellence, and (c) the availability of necessary course-level resources.

As proposed and confirmed through interviews, the Doctorate of Anatomical Sciences (DAS) degree requires the successful completion of 81 total credit hours of coursework, including a dissertation, for graduation. The program's plan of study entails coursework in the anatomical sciences, related biomedical sciences, education, and research.

The quality of the biomedical course offerings was deemed appropriate for the program and training level based on classic offerings within the field and the quality and effectiveness of the teaching faculty as determined through CV reviews and interviews.

The original proposal did not specify a lab component for the neuroanatomy curriculum. About three neuroscience labs could be combined with gross anatomy labs in the summer without needing additional course credits. The external review team also recommends starting the program in the summer term, instead of the fall term, to lead with the gross anatomy curriculum and to allow for radiology to follow gross anatomy in sequence.

The quality of the education course offerings was deemed appropriate for the program and training level based on traditional course offerings within the field of education and the general qualifications of the College of Education, Health and Human Sciences (CoEHHS) teaching faculty as determined through their CVs. No interviews were conducted with the proposed education teachers. The review team recommends incorporating the education teaching faculty in the program's next external review.

The syllabus for the required course "EDCI 582 Online Course Design" was not provided for review precluding the review team from making a judgment regarding this course.

Curricula related to educational research design, methods, and analysis consist primarily of quantitative methods and statistics (E.g., Research Methods I and II courses). Curricula

related to qualitative methods and mixed methods research is currently missing from the original proposal and the supporting documents. The on-site review team recommends adding these missing elements to ensure the program's graduates are well-rounded in classic education research approaches.

Across all proposed courses, it remains unclear how the program will assess all course-level objectives, listed in UI's boilerplate format. While it was evident how content knowledge would be formatively or summatively assessed, it was not clear how other objectives would be assessed (e.g., "clarify purpose and perspective" or "Practice citizenship"). All course-level objectives for a given course should be assessed.

All syllabi need a careful review to ensure each has the same general tenets of a typical syllabus including: course description and overview, course objectives, required versus recommended learning materials and resources, learners' roles and responsibilities, learner assessment specifics (formative and summative), grading policies, honor code, school policies related to disability services, and a course schedule and content outline.

Currently, all elective courses are either education, psychology, or athletic training courses. The program may benefit from shifting some of the required biomedical courses (e.g., kinesiology) to elective offerings to allow for other aspects of the program values (e.g., teaching experiences) to be transcribed as part of the required core cognates. For students with prior or current teaching experiences, the program may consider a waiver of teaching practicum credits. Per the supplemental documents, TAships will be available for credit as an elective. The program should consider making TAships for gross anatomy, histology, and neuroanatomy required to further enhance graduates' marketability.

No clear direction regarding the details or timing of the qualifying/preliminary exam were provided. Program faculty discussed options ranging from having no qualifying/preliminary exam to having an exam comparable to that of a Ph.D. candidate. The determination of what this qualifying/preliminary exam will entail is highly dependent upon the type and rigor of the required research project (e.g., dissertation vs. capstone project vs. other). No consensus has been reached by the program concerning the nature and extent of the research project, aside from its focus on education-related research. Once such decisions are made, the related policies and procedures (e.g., student handbook with dissertation committee membership requirements) can be further refined and formed to meet the programs exact needs, pursuant to the College of Graduate Studies' existing policies and expectations.

Faculty Qualifications and Workload Distributions

The current complement of core WWAMI faculty are well suited for delivering and overseeing the biomedical sciences component of the DAS curriculum. The faculty's demonstrated content knowledge, teaching experiences, and teaching quality in the subject matter (as demonstrated through their CVs, teaching observations, and interviews) meets the needs of the DAS program.

Some ambiguities remain pertaining to the education component of the DAS curriculum and which faculty are most likely to assume lead teaching and research mentorship roles. Options for ensuring the program will have enough qualified faculty for teaching education courses and overseeing education-focused research projects include: 1) partnering with faculty from the CoEHHS, 2) partnering with education-focused faculty in the Doctorate of Athletic Training (DAT) program, and/or 3) hiring new program faculty with experience in education research and practice. Upon CV review of core WWAMI faculty who are specialized in the biomedical sciences, only Drs. Baker and Seegmiller have prior experience in conducting educational research.

Dr. Dave Pfeiffer is slated to be the DAS program director. He will receive dedicated administrative time for this role and a release of some of his WWAMI responsibilities for program design and implementation to launch the program.

The program estimates needing 4.0 FTE to sustain the program once it reaches full capacity. Faculty workloads are likely to consist of time dedicated to teaching, student mentorship for research oversight, research, service, and administration. The exact workload allocations have not yet been determined and no labor distribution grid was provided.

Infrastructure Support

The program's facility infrastructure (i.e., primarily the gross anatomy laboratory) is maintained and supported by WWAMI. The anatomy laboratory is a new state-of-the-art facility equipped with the necessary resources for delivering gross anatomy instruction as observed during the campus tour.

The program's resource infrastructure (e.g., models, technology, library resources, etc.) meets or exceeds the program's needs. Resources are easily accessible and not dependent on cohort size. Ideally, DAS students will have access to all of the same resources WWAMI medical students have access to. More clarity on the feasibility of sharing identical resources between these student populations is needed.

The program's human capital is currently insufficient for initiating the program. Additional program faculty will be needed for curriculum development and implementation, committee work (e.g., admissions), advising/mentoring, and overseeing students' research projects. It is estimated that an additional 2.0 FTE will be needed to implement the program once at capacity (for 4.0 FTE total). The program would also benefit from offering their current faculty opportunities for professional development in educational research, andragogical practices, and educational theory.

The program's administrative infrastructure is consistent with that of similar UI graduate programs. Some services (e.g., program coordinators) are likely to be shared between programs and the program director can anticipate protected administrative time for program oversight.

Funding

In the first year, the program will run in deficit due to start-up costs. WWAMI will cover 2-years of teaching costs (totaling \$303,600.00) to establish the program. WWAMI funding has already begun and is likely to expand as early as fiscal year 2024. The year of the first matriculating class is contingent upon internal and external program approval by UI and the Idaho State Board of Education, respectively.

Ideally, funding for curriculum development and program administration would begin at least one year in advance of the first matriculating class to ensure the readiness of the curriculum (e.g., creation of new courses), policies/procedures, etc.

Program funding will not use state appropriated funds, federal grants, special fee arrangements, or contracts.

The program will be funded through student tuition revenue. Per the budget estimates, to sustain program funding for 4 full-time faculty, the program must maintain an annual minimum enrollment of 16 students per cohort. Once the program's proposal moves forward in the University's internal process, a formal market analysis will be conducted. This market analysis will be helpful in determining whether a sufficient annual volume of applications to sustain this high enrollment program is likely. For program marketing, the program plans to dedicate funds for outreach and intentional marketing at conferences and elsewhere.

External Partnerships

To date, no partnerships external to the WWAMI DAS program have been formalized. Future talks and potential partnerships with the UI CoEHHS are pending for the purpose of integrating students in education-focused courses and involving faculty with education research expertise in the mentorship of student research projects.

2. The program objectives and requirements; the mechanisms for program administration and assessment.

Student Objectives

The original proposal contained three global student learning objectives that students are expected to attain prior to graduation. These objectives broadly aligned with the proposed goals of the program.

1. The DAS students will have a broad teaching competency relevant to medical and clinical education.
 - a. This objective is well-established throughout the curriculum and is essential for developing expertise in anatomy education.

2. The DAS students will enter their profession with a combination of teaching experience and a foundation in higher education theory.
 - a. In addition to taking courses in the biomedical sciences, students would take education-related coursework within three major content areas (i.e., curriculum design and assessment, educational and learning theory, and program design and evaluation) to develop their competence in educational pedagogies, theory and practice. Teaching assistantships may be offered as elective credits. However, details about these practical teaching courses were not provided.
3. The DAS students will have experience to develop and assess the outcomes of educational interventions, programs and processes.
 - a. Through the process of writing an original research dissertation, students are likely to critically analyze data related to educational interventions and related outcomes.

The proposal also contained the below learning objectives that are similar to, but different from, those listed above. It is not clear which set of objectives will be used and how these student learning objectives map to the program-level objectives.

1. The DAS students will develop foundational knowledge in curriculum design and pedagogical technique to shape and/or improve their teaching practice.
 - a. The curriculum contains required coursework in curriculum design whereas teaching/pedagogy courses fall in a required and elective list. However, it is unclear whether the proposed elective practicum courses will be required to assess students' improvements in teaching practice.
2. The DAS students will improve their teaching practice by creating professional knowledge through applied scholarly inquiry (e.g. education research).
 - a. The original proposal was unclear on the scope of the dissertation as descriptions ranged from a "dissertation capstone project" to "dissertation-like experience" to dissertation. The project would be original research into instruction or an educational intervention. However, more details about the dissertation are needed to demonstrate it will achieve this outcome of applied scholarly inquiry.
3. The DAS students will expand and reinforce their expertise in the core subjects of the anatomical sciences through rigorous course work, with a focus on dissection-based gross anatomy.
 - a. Biomedical coursework in the areas of anatomical sciences, including dissection-based gross anatomy, histology, and embryology demonstrate the program is likely to meet this objective. Dissection-based neuroanatomy may also be included to further achieve this outcome.
4. The DAS students will broaden their scope of expertise in subjects relevant to

educating allied health professionals, including medical imaging, (patho)physiology, and Kinesiology.

- a. Coursework in physiology, pathophysiology, radiology, and medical imaging indicate the program will meet this objective.

Assessment of Student Learning Objectives

Assessment plans for student learning outcomes in the original proposal included formative and summative assessments. The program's summative assessment plans related primarily to a "dissertation-like" experience and comprehensive testing in the form of a preliminary examination. Formative assessments were proposed to be built into the coursework. However, the syllabi only contained placeholders for assessments and had not been fully fleshed out. The proposal could be strengthened by linking program-level objectives and student learning outcomes to specific assessments within the program and curriculum. More specificity related to course-level assessments, especially formative assessments, is needed.

Program-Level Objectives and Assessment

Program-level objectives were later provided as supplementary materials as "WWAMI's Doctoral Standards and Assessment Strategies" within the Program Practices (4) document and have been adapted from the University of Idaho's Learning Outcomes to provide additional details on graduate-level program evaluation and assessment. Details are provided below:

"WWAMI's standards are assessed at various times during the doctoral student's program, through both direct and indirect means. The intent of the assessment process is to inform the program of strengths and areas for improvement through a continuous and rigorous assessment process and cycle. Graduate students will be asked to complete a survey periodically or participate in a focus group where data will be gathered on the program goals, and doctoral learning outcomes. Regardless of the tool used to collect data for program evaluation and learning assessment, the student's identity will be kept confidential.

- *Learn and Integrate*: University of Idaho WWAMI DAS graduates have a comprehensive understanding of the philosophical foundations, historical developments, and contemporary aspects of their specialization area. They have a deep theoretical and conceptual knowledge of their field and are committed to trans-disciplinary discovery, with the ability to integrate their knowledge into their teaching.
- *Think and Create*: University of WWAMI DAS graduates design, conduct, interpret, evaluate, and disseminate research. Graduates understand research frameworks and can apply research skills to contribute to the expansion of knowledge, address societal problems, or exemplify creative expression. They are critical consumers and producers of research to generate new knowledge for the profession.

- *Practice Citizenship*: University of Idaho WWAMI DAS graduates are effective leaders, teachers, and mentors. Our graduates are about to work with various stakeholders to engage in the creation of informed policy and practice, and identify trends and issues by using sound models and principles.
- *Clarify Purpose and Perspective*: University of Idaho WWAMI DAS graduates have a critical awareness of educational practices and evaluation procedures. Graduates design effective courses and valuable content, with formative and summative evaluation strategies for people, programs, and policy. They understand culturally complex constituents and adhere to ethical, moral, and legal standards.
- *Communicator*: University of Idaho WWAMI DAS graduates disseminate new knowledge through published works, professional presentations, contract and grant activity, teaching, and consulting. Graduates contribute to scholarship and practice at local, national, and international levels, while serving as advocates for social justice, equity, learning, and change.”

STRENGTHS: Updated program objectives align with the UI learning outcomes and are appropriate for a doctoral-level program.

IMPROVEMENTS: Currently, the program-level objectives are not clearly linked with outcomes of program coursework, examinations, or research requirements. The program would benefit from: 1) specifying the direct measures that will be used to evaluate the program-level objectives, 2) establishing target expectations for each program-level learning objective, and 3) describing processes for the regular review of program outcomes and how this relates to continuous quality improvement. The program would also benefit from closely monitoring indirect measures of program performance such as GPA, grades, and graduation/attrition rates.

Program Requirements

DAS students may be required to complete a preliminary examination (qualifying examination) before advancing to candidacy, and into the research phase of the program. Details of the qualifying examination are yet to be determined (e.g., timing, type [oral/written/both], and whether the examination will be a requirement or not). Furthermore, details of the dissertation and expectations are yet to be determined but may be linked to several program-level objectives.

Program Administration

3. The program's alignment with the institution's mission.

As stated on the [University website](#), the institutional mission emphasizes *innovative thinking, community engagement and transformative education*. The DAS mission statement (described on “1. DAS mission and Vision.doc”) is “to train the next generation of educators who will lead the field in providing expert teaching and research

in anatomical sciences to train the future health care workforce.” The two missions appear to be in alignment, with some improvements noted:

- The proposed hybrid DAS program appears *innovative* in its combination of online and in-person, and science and educational coursework to train future health care professional educators. Students will be asked to develop a dissertation on educational innovations and outcomes, although there are few details on the dissertation project or how the information could be disseminated through public presentations and publications. Collaborations with other departments such as the DAT and possibly the CoEHHS will provide opportunities for interdisciplinary scholarship, further increasing opportunities for innovation. In addition, this innovative curriculum also includes training in radiology and medical imaging, which are increasingly used for medical diagnoses.
- While opportunities for *community engagement* may be feasible through students’ dissertations on educational projects, the proposal did not mention community interventions explicitly. The proposal’s societal goals do include addressing staffing issues related to health care professional education, and a hybrid program will allow accessibility to those in diverse communities who may need training in this field.
- The degree should allow educators with non-terminal degrees new opportunities to *transform* their teaching practice and also address the shortage of anatomy educators in the workforce. According to “1. DAS mission and Vision.doc”, the DAS program hopes to contribute to the reputation of the Department, College, and University with diverse student recruitment, diverse program scholarship, and the development of a national reputation as a program leading in the training of anatomy educators. However, explicit details regarding how this mission may be carried out are largely missing from the proposal.

STRENGTHS: Innovative hybrid program with opportunities for interdisciplinary research and long-term job prospects for those who complete the program.

IMPROVEMENTS: No mention of specific community engagement project opportunities, details about how to increase diversity, or goal for research dissemination noted within the proposal.

4. **The depth and breadth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and access to support resources within and external to the institution.**

Faculty availability and expertise: Three people were identified in the proposal as part of the program team: Dr. Peter Fuerst (WWAMI Associate Director for Curriculum), Dr. Dave Pfeiffer (Director of Anatomy), and Mr. Joshua Johnson (Anatomy Lab Manager). A fourth anatomist was also mentioned but not identified (p.4 of proposal). The final

proposal should consider adding the information for the additional biomedical faculty members identified in “5AandB. Required & elective course list with instructors.xls”, including: Drs. Belinda Sanchez, Jeff Mallatt, Bethany Fehrenkamp, Derrick Phillips, Tyler Bland, and Russel Baker.

All identified biomedical science faculty already have teaching assignments in the WWAMI program, DAT, or both. The program proposal indicates they “have intensive teaching responsibilities during the academic year but flexibility over the summer months,” (p.4), which indicates that at least four already-hired faculty members may not teach the core courses proposed in this program or they will record materials for the core courses during the summer to be delivered asynchronously during the fall and spring. The proposal did not specify their workload plans or how new faculty may be involved in curriculum development. The proposed summer anatomy courses may be co-taught (according to an interview with P. Fuerst). Workload arrangements will need to be clearly defined prior to starting the program.

CVs of all bioscience faculty outline their extensive, award-winning teaching experiences and expertise in anatomy and/or biomedical science education. The proposed director of the program, Dr. Pfeiffer, has taught anatomy for almost twenty-five years, helped develop medical school anatomy curriculum, and has considerable administrative experience as a Director of Anatomy and in Undergraduate Research Program management. All additional faculty have ample experience in teaching courses related to those proposed in “5AandB. Required & elective course list with instructors.xls” with the exception of Tyler Bland who may not have taught a pathophysiology course previously (committee did not meet with Dr. Bland).

Faculty members who teach in existing College of Education courses, planned as part of the requirements for the DAS, also are identified in the “5AandB. Required & elective course list with instructors.xls” file and include: Drs. Krista Soria, Michael Kroth, Rodney McConnell. One faculty member in Movement Sciences, Joshua Bailey, was also identified for teaching a required Sports Biomedicine course. The CVs of the non-WWAMI faculty members all include evidence of expertise in their respective courses and content areas, with many faculty members having taught the same or similar course previously. The course regularity / faculty availability is assumed to be scheduled by their respective colleges or departments and not controlled by the WWAMI program. As such the DAS program should obtain formal agreements with the relevant colleges and departments if the core education courses are to be taught by faculty external to WWAMI.

The program proposal also details plans to hire an additional two full-time non-tenure track faculty in the first year of the program, and may add two additional hires in subsequent years (see budget and p.16 of proposal). More clarity is needed regarding the intended qualifications and experiences of the faculty the program desires to recruit. New faculty were indicated to have a reasonable 2 course teaching load per semester, but it is unclear if they would serve as course directors or co-instructors. When hiring new faculty, consider requiring experience in educational research, as the current biomedical

science faculty have strong biomedical research publications and curriculum development experience, but lack expertise in medical education research approaches.

All core program faculty may need to support and oversee students' dissertation projects, although only the newly proposed FTEs listed education research mentoring for a student cohort as part of their workload (p. 16, proposal). The proposal outlines a total of at least four core faculty, who will supervise up to 20 students per year; this is a ratio of 1 faculty member to 5 students per year, at least initially. A clear expectation of research mentorship (including the role of major professor and committees) for both newly hired and existing faculty should be addressed. It was noted that current faculty may have their workload adjusted, if needed. Faculty in DAT or College of Education, Health and Human Sciences may also be tasked to support dissertation projects through committee work and mentoring. We suggest creating a formal agreement with other UI colleges/departments for mentorship and dissertation oversight.

Additional faculty responsibilities are likely to include the oversight of second-year DAS students teaching first-year DAS students in the summer anatomy laboratories. Students are required to keep "impact journals" relating to their teaching practice, which faculty will need to evaluate (perhaps as part of a capstone course, although no such course was listed in Appendix C). All courses in the program listed in Appendix C are "new", so faculty will also be responsible for course development. One suggestion regarding program development would be to hire faculty prior to the program start date so they could work with the Office of Online Education to develop state-of-the-art online curricula for the students. Innovative curricular approaches could be used in marketing the program as well.

STRENGTHS: Current biomedical science faculty members are experienced and capable of teaching and developing curriculum in the biomedical sciences, and all have flexible summer availability.

IMPROVEMENTS: There is a need to hire faculty with educational research experience and establish a clear delineation of duties for current and future faculty to ensure workloads are feasible, particularly outside of the summer months. Formal MOUs with colleges/programs outside of WWAMI are crucial and should include agreements regarding coursework, shared costs, and faculty mentorship responsibilities.

Regular course offerings and directed study: The DAS proposal proposed courses offered by both WWAMI and additional departments and colleges (non-WWAMI):

WWAMI: Regular courses proposed by the DAS include a breadth of subjects that a trained anatomist should be exposed to in a quality program including anatomy, histology, physiology, pathophysiology, embryology, and neuroanatomy (Appendix C). In addition, this innovative curriculum also includes training in radiology and medical imaging, which are important skills for anatomy educators to teach future health care professionals making diagnoses. While the breadth of subjects may be useful for training future anatomists, consider adding tracks of study within the curriculum with different

required core courses, such as a “physiology” track that includes Neuro, Cell- and Patho-Physiology and a “kinesiology” track that includes Sports Medicine and other identified anatomy-based coursework. Students may also focus their dissertation topics within the same tracks based on their inherent interest.

All DAS biomedical courses are modeled from parts of the WWAMI medical school curriculum, which has a 50-year mature and time-tested approach to learning. Knowledge in most of the core courses will be assessed through summative course-level assessment and writing assignments. One exception to this is included in the Radiology syllabus. This course is an asynchronous self-paced course which requires the review of 24 medical cases followed by a multiple choice question (MCQ) assessment. Students are required to design and deliver two online presentations and take the accompanying set of multiple choice questions developed by their peers. Each student will also be required to critique the design of one presentation and question set developed by a fellow classmate prior to its delivery in the course. This assessment approach meets the objectives of the program to train future anatomy educators. In talking with the director of the DAT program, some of their courses require iterative research projects to assess learning objectives. The DAS program may borrow some of the DAT course assessments and curriculum design to increase alignment of the program’s goals.

Regarding the anatomy content, two core anatomy courses will be taught in a state-of-the-art anatomy lab facility (Anatomy I, Anatomy II) in two 9 credit, in-person, summer courses (18 of the proposed 78 credits). These two courses are the main focus of the core DAS curriculum as the students will go in-depth to learn cadaver-based gross anatomy in a way that could not be offered remotely. Anatomy II credits may also entail teaching the Anatomy I students, but this goal was not directly indicated in the syllabus. Consider adding teaching practicum credits as part of the second summer curriculum to ensure separate learning objectives for this opportunity. The Anatomy I syllabus also notes that medical imaging will be included in the Anatomy I course without explicit reference to how the material may be expanded on in the Medical Imaging core course. Creating links between the courses will be important, as well as ensuring the degree type is maintained (e.g. the Anatomy I syllabus (p. 44) notes the goal of teaching an online course for a PhD program, not the DAS). More information is also needed regarding how the program and University compute course credit hours. A total of 18 credits for the instruction of human gross anatomy is high and nearly double that of comparable anatomy education programs (e.g., at Indiana University “Human Structure” is 9 credits (and also include histology); at the University of Mississippi Medical Center, “Gross Anatomy” is 6 credits; at Lake Erie College of Osteopathic Medicine “Gross Anatomy” is 10 credits). The excess of credit hours for the DAS anatomy course could be reallocated for teaching practica credits to help fill this current gap.

Additional anatomy topics (Neuroanatomy, Embryology, Histology) are scheduled to be taught online (course names abbreviated here; see Appendix C for the full names). Neuroanatomy was listed as an online lecture (*note, this course is missing from p.10 list of proposal and is listed as Neurophysiology on the “5AandB. Required & elective course list with instructors.xls” file*). As the curriculum becomes more concrete, a

neuroanatomy lab opportunity and practical exams in histology and neuroanatomy could be added as additional forms of assessments. If a physiology track is added, Neurophysiology could be added as an elective.

The depth of DAS courses may also depend on the delivery mode. Some of the syllabi include the term “online” while some list “recorded lecture” as the mode of content delivery. Adding more descriptive terms like “synchronous learning” or “asynchronous learning” may be necessary to assist students in understanding the delivery style for each course. Mapping the goals of the curriculum delivery ahead of time may also help to guide faculty workload allocations for current and incoming faculty. Consider working with the Office of Online Education to outline and apply instructional design methods to ensure up-to-date approaches for course delivery.

All DAS syllabi outline learning objectives in line with UI’s standards of learning/integrating, thinking/creating, communicating, clarifying purpose and perspective, and practicing citizenship. As this program emphasizes the need to train future anatomy educators, the program may consider expanding their assessment goals to include the creation of more educational products (e.g., the Radiology course requires students to develop their own MCQs and cases; most other assessments measure content knowledge or ask the learners to write reviews about basic science research). Having students create a team-based learning (TBL), problem-based learning (PBL), and flipped classroom module could easily be incorporated across teaching practica as required deliverables. Currently, it’s not clear how all course-level objectives will be assessed in each course (e.g., clarify purpose and perspective; practicing citizenship) or how course objectives map to program level objectives.

Non-WWAMI: Courses in higher education, curriculum design, and educational research methods were also included in the document “5AandB. Required & elective course list with instructors.xls”. The courses fit the educational goals of the DAS curriculum with assessments that require the application of material, rather than purely rote memorization. The courses are appropriate in depth and breadth. Currently, qualitative research methods are not covered in the curriculum, though students need exposure to quantitative, qualitative, and mixed methods designs. Consider working with the education faculty to develop and apply a variety of assessments in the biomedical coursework (e.g., weekly written reflections found in the AOLL 574 syllabus). Ideally, the program will have strong continuity between teaching about educational practices and demonstrating directly how educational practices are applied to biomedical and education courses.

The regularity of course offerings was not directly addressed in the proposal. Presumably the courses would be offered each term as outlined in the “4 DAS POS Schedule Outline.xlsx” file, thereby offering each cohort a yearly offering of each course. The curriculum plan does not indicate plans for remediating students or gaps if students have to take a leave of absence or enroll part-time. The three year plan may be too ambitious for a student who still works as an instructor while completing the degree; one of the program’s target populations. Consider developing an alternate part-time option.

Similarly, the timing and duration of the dissertation phase may vary if a student requires flexibility.

STRENGTHS: The core biomedical courses are based on tried and true curricula used in the WWAMI medical program and will be valuable courses for future anatomy educators.

IMPROVEMENTS: Regular course offerings could include more variety of assessments and assignments for monitoring student progress and content mastery. More details concerning dissertation guidelines and parameters are needed. A curriculum plan is also underdeveloped without explicitly addressing the regularity of offerings and their delivery approach (online synchronously, online asynchronously, or in-person). Consider offering tracks of study and part-time enrollment to encourage greater program marketability.

Support resources: The proposed program is defined as a self-support program and will charge a program fee, in accordance with the policies set forth in Section V.R.3.b.v of the Idaho State Board of Education Governing Policies and Procedures. The proposed program is housed within the WWAMI Medical Education program which reports to the Provost and Executive Vice President ([organizational chart](#)). The [College of Graduate Studies](#) will also support graduate training if teaching assistantships are developed. The proposal also mentions sharing resources with the UI's DAT program, including provisions for a shared curriculum and student recruitment efforts. Further details regarding the nature of this sharing agreement are needed. Program support also relies on high enrollment goals. As the program builds, a possible minor in anatomy for UI undergraduate students may help to ensure the program's success and sustainability.

All core courses recommend "classic" textbooks which may be available online through UI's library services, but their availability was not noted. In most courses, textbooks are listed as course recommendations (not requirements), but p. 4 of the proposal noted the desire to "utilize open educational resources or faculty developed resources when possible. For anatomy content we will utilize existing anatomy curriculum and faculty developed material in addition to textbooks." No examples of faculty-developed materials were provided. It is unclear how much curriculum development is needed. The Office of Online Education may provide support in instructional design for these materials, while the Library may be able to identify open educational resources or subscription services like Clinical Key that the students can use remotely.

No external resources are being requested by the program. It will subscribe to a self-support model utilizing WWAMI's existing facilities and UI's existing education infrastructure. The proposal notes that if the self-support model fails, the program will be discontinued with tenured faculty offered reassignment and non-tenured faculty positions terminated.

STRENGTHS: If projected enrollments are met, the program will be self-supported with existing facilities and no external resource requirements. Regular course offerings could

include open educational resources or hyperlinks with support from library and/or Office of Online Education.

IMPROVEMENTS: Resource sharing with other departments is unclear and should be further developed prior to finalizing the program's proposal.

- 5. The relationship of this program to undergraduate and other graduate programs at the institution and other institutions in the state, if appropriate. Consider collaborative arrangements, partnerships, interdisciplinary programs, service functions, joint research projects, support programs, etc.**

The DAS program will be a WWAMI program situated within the University of Idaho and subject to oversight by the College of Graduate Studies. DAS students will have access to the same institutional resources as other UI graduate students. However, it is unclear whether they will have access to the same textbooks, library resources, and programs/platforms (e.g., ExamSoft) as WWAMI medical students. This is an important consideration to ensure DAS students have the appropriate resources to be successful in their coursework and exposure to other biomedical and clinical resources available to medical students, whom DAS graduates may one day educate.

This program was not proposed to have direct relationships and partnerships with other institutions in the state of Idaho, but DAS students may be employed at post-secondary institutions across the country and may possibly complete elective teaching practica within these institutions. The proposal could be improved by further elaborating on how teaching objectives can be met through teaching practica while at UI (e.g., in Gross Anatomy II) or through other mechanisms given the majority of the program will be delivered through distance learning.

The proposal includes several College of Education, Health and Human Sciences (CoEHHS) courses within the required and elective program plan of study, yet the details of the relationship with the CoEHHS have not been fully developed. Interviews with Drs. Feurst and Pfeiffer indicate a model outlining the relationship of cost-sharing for tuition for DAS students enrolled in CoEHHS is yet to be determined. There were discussions of using CoEHHS coursework during the initial launch of the program and then moving toward in-house offerings of education coursework by DAS faculty.

The online biomedical science courses will be developed in partnership with the UI Center for Excellence in Teaching and Learning staff in the Office of Online Education. According to Dr. Ken Udas, UI currently has 35 online graduate programs that are undergoing review for viability and sustainability.

During the summer semesters of year 1 and year 2, the program will require DAS students to attend UI in-person for Gross Anatomy I and II. In-person components will allow for connection of DAS students to students in their cohort and the greater UI community. It was proposed by the review team to consider beginning the program in the

summer to allow DAS students to meet their cohort prior to beginning the online components of the program and to allow the curriculum to lead with Gross Anatomy. This approach may facilitate stronger collaborative relationships among students before they transition to fully remote coursework.

The proposal did not discuss joint research projects, but more details on research were requested prior to the site visit (“3. Research Support”) and were further discussed during the interview with Dr. Seegmiller. He discussed several potential collaborative research relationships with local projects and organizations. The Area Health Education Center ([AHEC](#)) Scholars program “brings together students from multiple health disciplines, emphasizing a team-based approach to addressing health disparities.” DAS students would have to receive Health Resources Services Administration (HRSA) approval to take part in the program. A second program that partners with WWAMI Medical Education is [Project Echo](#) (Extension for Community Health Outcomes), which “uses an ‘all teach, all learn’ model that empowers Idaho healthcare professionals to treat complex diseases with specialist-level expertise no matter where they practice.” Finally, the [Office of Underserved and Rural Medical Research](#) falls under WWAMI Medical Education and may provide opportunities for DAS students to conduct joint research projects in the areas of health equity and social determinants of health.

STRENGTHS: There are well-established research programs at WWAMI Medical Education in the areas of health education and equity. These existing programs could serve as collaborators for DAS students.

IMPROVEMENTS: It is unclear how proposed research relationships will benefit DAS students as more details about the expectations of the dissertation are needed to fully understand how the joint research projects could meet the needs of the DAS students to fulfill their research requirements in educational research.

- 6. The justification in terms of state needs, demand, access, and cost effectiveness (if this program represents a duplication in the state). If there is duplication, provide evidence why duplication is necessary.**

Overall, the justification for initiating this program is sound, reasonable, and supported by published evidence.

According to a 2021 publication (Wilson et al.), only 8 Anatomy Education PhD programs exist in the U.S. and none of these programs are affiliated with the WWAMI system or the state of Idaho. The current demand for skilled anatomy educators in the U.S. is high as demonstrated by a triangulation of data involving the perceptions of chairpersons of anatomy-related departments (Wilson et al, 2020), job posting data from the American Association for Anatomy (AAA; Wilson et al, 2020), Survey of Earned Doctorates data from the National Science Foundation (Wilson et al, 2021), and faculty retirement data from a survey of AAA members (Edwards et al, 2022 - in press). Student enrollment surges and the increased number of health professions programs requiring anatomy instruction are the driving forces yielding an increased demand for anatomy

educators across the U.S. As such, more anatomy PhD programs are needed for the profession to reverse the current anatomy educator shortage, which is projected to worsen as populations of anatomists from the Baby Boomer generation begin to retire.

Access to anatomy education PhD programs is often limited due to their competitiveness. The competitiveness of these programs is predominantly a consequence of limited enrollments due to funding and mentor availability. Many programs provide tuition waivers and stipends to their PhD students through a classic PhD infrastructure model. By making the DAS program a tuition-based self-support model, the program itself is less constrained by funding, though is still constrained by the number of available faculty mentors capable of overseeing students' required research projects.

While the self-support model may be effective for the program, compared to other Anatomy Education track PhD programs, the cost incurred by students for degree completion (\$54,000) is substantially higher. However, DAS program tuition costs are comparable to programs offering professional practice degrees (e.g., DPT and OTD).

References

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- Wilson AB, Kaza N, Singpurwalla DJ, Brook WS. Are anatomy PhDs nearing extinction or adapting to change? United States graduate education trends in the anatomical sciences. *Anatomical Sciences Education*. 2021; 14(4):432-439.
- Edwards D, Meyer ER, Brooks WS, Wilson AB. Faculty retirements will likely exacerbate the anatomy educator shortage. *Anatomical Sciences Education*. 2022. In Press.

7. Potential impact of the program on the department or academic unit and college/university, as well as its effect on current programs.

The DAS program is predominantly online (distance learning) with the exception of the anatomy dissection courses offered during the summer terms. In the summer terms, WWAMI's anatomy laboratory will be fully dedicated to the DAS program and will have no overlap with other competing programs. The program's impact on the college/university is perceived by the Vice Provost for Academic Initiatives and Dean of the College of Graduate Studies to be positive as it may help the university to achieve its goal of reaching R1 research status, depending on whether the program awards a research focused degree.

Starting and sustaining this program is likely to have the greatest impact on UI's local WWAMI academic unit in the form of increased faculty workload (e.g., involvement in admissions, extra teaching, and mentoring research projects). A class size of 20 students per cohort is very large for this type of doctoral program. By comparison, most Anatomy Education track programs admit 5 or fewer students annually. By the third year of implementation, the program plans to enroll a total of 60 students and will have 4 program faculty yielding a student to faculty ratio of 15:1. This suggests that each faculty member would be responsible for at least 5 dissertations on an annual basis, assuming all dissertations can be completed within 1 year. Per the handbook for graduate students within UI's Department of Biological Sciences, "The advisory committee for Ph.D. candidates consists of at least four people: your major professor, two other faculty members from within the department, and a faculty member from outside the department. Half of the members on the advisory committee must be graduate faculty from the department." If these requirements are also applied to the DAS program, then 3 of 4 program faculty at any given time will be on the advisory committee for all dissertation projects. Involvement in as many as 20 different dissertation projects annually, whether as the primary mentor or an advisory committee member, does not seem logistically feasible from a faculty workload perspective.

Faculty labor distributions for the program's core faculty were not provided for review. The program will need to provide this information for the program's next external review to ensure the projected workloads are feasible and equitable across program faculty.

8. The program's major strengths and potential challenges

MAJOR STRENGTHS: The program's innovative hybrid approach will allow training of many future health care educators with considerable job prospects due to a shortfall of trained anatomists.

CHALLENGES: The mentorship and oversight of students' education research projects for such a large annual cohort will be a challenge. Faculty will need clear workload responsibilities and dedicated time for research oversight. The program's short 3-year timeline and the absence of a clear process for defining the scope of research projects may also present a challenge for students to graduate on time.

Because this program plans to target individuals who are current educators, it may be challenging for such individuals to take a full-time course load. While the DAS program is planning for its online courses to be delivered in a hybrid (synchronous and asynchronous) fashion, it remains unclear whether courses will be offered in the evenings and/or on the weekends to best accommodate the intended population of learners.

The marketability of a new type of doctorate (i.e., the DAS degree) is currently unknown. The DAS program director is likely to assume responsibility for marketing the degree to anatomy professionals and prospective students.

9. **Whether there are additional program specialized accreditation requirements and whether the program is prepared to seek and receive this specific accreditation.**

The UI DAS program is not eligible for specialized accreditation.

2. Faculty

a. **The quality of the faculty in terms of training, experience, research, scholarly contributions, ability to generate external support, stature in the field, and qualifications to serve as graduate faculty.**

Three key faculty were identified in the original proposal as part of the program team: Dr. Peter Fuerst (WWAMI Associate Director for Curriculum), Dr. Dave Pfeiffer (Director of Anatomy), and Mr. Joshua Johnson (Anatomy Lab Manager, ABD). The CVs of all three faculty outline their notable training, extensive careers, award-winning teaching, and scholarly and research contributions.

Additional WWAMI faculty were identified in "5AandB. Required & elective course list with instructors.xls", including: Drs. Belinda Sanchez, Jeff Mallatt, Bethany Fehrenkamp, Derrick Phillips, Tyler Bland, and Russel Baker. Review of their qualifications also included extensive training, teaching experience, and scholarly contributions.

Training: All identified faculty have achieved terminal degrees (PhDs, DATs, etc.) from credentialed graduate programs in the United States, Germany, and Canada. The anatomy lab manager, Joshua Johnson, has an MS in Integrative Physiology and is currently pursuing a doctoral degree.

Experience: The DAS Director, Dr. Pfeiffer, has taught anatomy for almost twenty-five years, helped develop medical school, undergraduate, and graduate anatomy curricula, and has considerable administrative experience as a Director of Anatomy. The WWAMI faculty are also a mixture of tenured full or associate professors and clinical (non-tenured) professors who have taught in the WWAMI Medical Education program, Doctorate in Athletic Training (DAT) program, or both for many years. Jon Mallatt, an anatomist, has over 40 years of experience training anatomy and medical students. Belinda Sanchez graduated from the DAT program and may have special insight into how the DAS and DAT programs could align. Russel Baker's background in research methods will be particularly important as the design of the dissertation project evolves.

Research/scholarly contributions/ ability to generate external support/stature in the field: The core DAS program faculty are well-published in their respective fields. For instance, Dr. Pfeiffer has published over 40 peer reviewed articles, written book chapters, and received many grants and contracts, including current funding. His work has been cited over 3,500 times and he publishes in a wide variety of topics from human anatomy and physiology to comparative anatomy. Jon Mallatt's co-authored textbook, [*Human Anatomy*](#), is the #1 best-selling anatomy textbook on the market today. Russel Baker and Jeff Seegmiller co-authored a series of papers about creating the DAT program in the *Athletic Training Education Journal*. This seminal report can be used as a model for the DAS program. Baker and Seegmiller are the only faculty members in the DAS program who have published in the education research literature, rather than scholarly work in biomedical sciences. The majority of the DAS faculty are well-respected in the biomedical sciences.

Qualifications: All identified faculty members are qualified and will serve the graduate program well for instruction in the biomedical sciences. Many of the faculty have served as major professors for graduate level training and almost all have served on committees for graduate students. The only faculty who have served on education-focused dissertation committees are Drs. Seegmiller and Baker. The other identified faculty have completed research in the biomedical or athletic training fields.

Non-WWAMI faculty were also identified in "5AandB. Required & elective course list with instructors.xls". The credentials and qualifications of the CoEHHS faculty are typical of education faculty and fully meet the needs of the program for teaching education courses, assuming a formal partnership is developed between DAS and CoEHHS.

STRENGTHS: Several highly-qualified faculty members in the biomedical sciences are part of the core group that will lead the DAS program. The director has experience writing grant proposals for program development and all have award-winning experiences teaching.

IMPROVEMENTS: Future faculty who are hired should have experience and publications in medical education research or a closely related field in education to strengthen the program's expertise in this area. Currently, only two WWAMI faculty

have publications in graduate program development and experience mentoring education-focused graduate students. Given the anticipated large cohort size, two faculty alone cannot manage all dissertation research projects.

b. Alignment of current faculty research agendas and alignment with the proposed program.

Upon CV review of core WWAMI faculty who are specialized in the biomedical sciences, only Drs. Baker and Seegmiller have prior experience in conducting educational research. Whether these individuals will be closely involved in overseeing DAS student research projects remains unclear. As such, the program will need to either: 1) rely heavily on faculty external to the program (e.g., from the DAT program or from the CoEHHS), 2) hire more specialized faculty with experience in educational practices and research, and/or 3) enrich current faculty through a series of education-focused professional development opportunities.

c. Alignment of current sources of external funding to support faculty and subsequently doctoral student research

The DAS program will subscribe to a self-support model and will not rely on any external funding aside from program startup funds allocated by the WWAMI Medical Education Program. Per the proposed budget and as confirmed through interviews, startup funds will be used to reallocate WWAMI faculty time to DAS program development. WWAMI funds totaling \$303,600 will be dispersed over 2 years. On an ongoing annual basis, the UI will contribute \$20,000 to the program. Tuition revenue is the primary source of program funding. The program's operating expenditures have budgeted for annual conference travel (\$2,500-\$4,000). Funding to help cover students' research-related expenditures, publication fees, etc. were not explicitly itemized in the proposed budget. However, an annual amount of \$55,000 was designated for "materials and supplies," a likely source for covering costs incurred for doctoral student research.

d. The program/department in terms of size (number of faculty), qualifications for area(s) of specialization offered, and the student body served. Include analysis of program sustainability in light of such factors as upcoming retirements, etc.

Size: The original proposal indicates that 4 trained anatomists will be responsible for administering the program (the proposal named 3) and that 4 new non-tenure (clinical) faculty FTEs would be requested. In addition, file "5AandB. Required & elective course list with instructors.xls", listed additional faculty including: Drs. Belinda Sanchez, Jon Mallatt, Bethany Fehrenkamp, Derrick Phillips, Tyler Bland, and Russel Baker. The total number of core faculty who will be directly involved in the program is unclear. Clarity on the number of faculty and the courses they may direct or instruct is important so their workloads within the DAS program can be determined and reviewed by the next onsite team.

Qualifications for areas of specialization: Four of the WWAMI faculty are capable of teaching the proposed summer anatomy course based on their qualifications, and the course may be co-taught (P. Fuerst, personal interview). The remaining professors also have experience teaching the additional proposed core biomedical courses, except for pathology. It is unclear how teaching these additional graduate courses will be possible if WWAMI faculty are only available in the summer months.

Research is an important part of the proposed curriculum. Research Methods I and II, taught by Dr. Russel Baker, will include training in quantitative methods, meta analysis, case studies, and diagnostic testing, but the focus of the course may be more on biomedical research than on educational research. Instruction in qualitative and mixed methods research training also needs to be included.

Additional coursework is proposed to educate the DAS participants in adult learning, curriculum, instruction, and assessment design, and developing online course content. These courses are critical for future anatomy educators. Information about how this coursework will inform the program-level learning objectives and dissertation projects should be included in future proposals.

Student body: The planned DAS student population will differ from the medical students currently taught by the proposed DAS faculty in the Idaho WWAMI Medical Education Program. The Idaho WWAMI program is a partnership between the University of Washington School of Medicine and four “sister” states (Wyoming, Alaska, Montana, and Idaho) to help educate future physicians. According to the [Idaho WWAMI website](#), the WWAMI program goals include providing medical education, increasing the number of primary care physicians, providing community-based medical education, expanding graduate medical education (residency training) and continuing medical education, and providing it in a cost-effective manner. The current WWAMI goals do not include expanding education to graduate student populations. Thus one suggestion is to revisit the WWAMI goals if WWAMI will house the DAS degree. WWAMI Idaho may also consider aligning their goals with their sister partners and the University of Washington School of Medicine through a formal partnership agreement if required.

The proposed DAS program will serve a student body of future anatomy educators, which are in short supply across the country. Students will be recruited nationally by targeting multiple disciplines (e.g., biological sciences, kinesiology) and individuals with interest in doctoral training. The future student body could also include Master’s trained anatomists with no terminal degree. Considerable documentation from regional unit heads / hiring officials requesting the need for anatomists at Idaho regional campuses was provided in Appendix D of the proposal. Enrollment will begin with 20 students per year, then it increases to 30 students by year 5, which is the maximum reported capacity. These high enrollment numbers would make DAS the largest program of its kind.

Sustainability: The program’s sustainability was addressed in the proposal (p.6). The budget additionally includes a 10% attrition rate in the first year and a 25% attrition rate by the third year of the program, but with the goal of filling the program enrollments each

year. If the student body is small, the proposal outlines a reduction to as few as 5 students who would continue the program through online, recorded coursework. If the program were to be reduced or have to close, students may be able to complete their degree with this plan, but the timeline or formal procedures for program closure were not reported in the proposal.

The sustainability of the program also is dependent on the types of students who will be admitted. If the program requires applicants to have teaching experience, the pool of available applicants may be substantially limited. The pool may also decrease if the DAS program is not robustly marketed or advertised.

Regarding faculty retirement, one faculty member indicated there may be upcoming WWAMI retirements but did not elaborate (B. Sanchez, personal interview). The final proposal should create a clear succession plan for any upcoming retirements, unless there is already redundancy built into faculty workloads.

e. Sufficient faculty to support doctoral committee membership initially and into the future.

Details of the doctoral dissertation were not provided in the proposal, but were requested and provided prior to the onsite visit. The document “4. Program Practices” outlines the establishment of the doctoral committee and states committees must “consist of a minimum of four members. All members appointed must be UI faculty, affiliate faculty members, or on the graduate faculty at another institution.” It was stated in the proposal that DAS students would complete a dissertation on an educational intervention (or comparable). However, Drs. Baker and Seegmiller are the only two faculty with prior experience in conducting educational research. Joshua Johnson is pursuing a doctoral degree in education and some of the proposed new faculty hires may have a background in educational research. Drs. Krista Soria, Michael Kroth, Rodney McConnell are faculty in the CoEHHS who teach in required courses for the DAS program and have extensive involvement in graduate research committees. Despite this, if the program was to meet the proposal goals of matriculating 20 students per cohort, DAS faculty and affiliates would carry a significant mentorship burden to guide 5 or more students through an educational research project in the proposed 1-year timeline, while presumably completing other teaching and service-related tasks associated with their roles.

Supplementary document “4. Program Practices” highlights the composition of the research committee and indicates that UI allows external or affiliate committee members. “Doctoral committee members outside of the University of Idaho may be an affiliate faculty member or a faculty member at another graduate degree granting institution. They should bring an outside perspective and either represent the student's cognate (support or minor) area or be an active professional in the field.” Further, special permission must be granted if the affiliate faculty is not associated with the graduate school at their institution. Finally, half of the committee must be UI Faculty. This indicates there is support for involvement of external faculty on research committees within the DAS program.

f. Faculty workload, including availability for student advising, research oversight, mentoring, and teaching effectiveness.

Specific labor distributions for the program's prospective faculty were not provided for review. This documentation, in the form of a labor distribution grid, will be needed for the program's next external review. The labor distribution grid is critical for understanding faculty workloads and helps the external reviewers to better understand which faculty are core versus supplemental faculty. Aside from Dr. Pfeiffer's direct involvement in the program as the prospective program director, program involvement has not been finalized with other faculty.

During interviews, there was indication that WWAMI is reasonable and effective in its approach to assigning faculty workloads. However, it is not clear if a standard formula or process is used to determine workload allocations. More information on faculty workloads and the feasibility of utilizing WWAMI faculty, athletic training faculty, and/or CoEHHS faculty is needed.

Currently, the program's greatest limitation is having enough faculty trained in educational practices and methods for research oversight, given the high annual enrollment of 20 students per cohort. At present, the projected student to faculty ratio for research mentorship and oversight does not seem feasible from a quality assurance perspective.

g. The credentials, involvement of, and reliance upon support faculty from other departments within the institutions, from other institutions, and/or adjunct faculty.

Drs. Krista Soria (Curriculum), Michael Kroth (Adult Learning), Rodney McConnell (Measurement & Evaluation) are faculty in the CoEHHS who have been proposed to teach in required courses for the DAS program. Drs. Kroth and Soria have extensive experience on MS and PhD research committees and actively publish educational research. Dr. McConnell has had experience on MS and doctoral committees but not in the last 6 years. It is unclear as to what extent these faculty may take part in doctoral research committees for DAS students, but all of them have adequate and extensive (Drs. Soria and Kroth) experience mentoring and advising students in educational research.

The DAS program plans to begin collaboration discussions with the CoEHHS related to CoEHHS faculty involvement in DAS's educational efforts and research. The primary collaborative efforts have been with the two self-support programs in the DAT and MSAT programs. This collaboration includes the use of educational spaces, faculty, and research spaces. An established CoEHHS provides evidence that UI values and supports educational research/scholarship and better positions the DAS program to provide its students with educational research experiences and training. Given a formal agreement between the DAS program and CoEHHS has yet to be finalized, it is unclear which CoEHHS faculty would directly support DAS students in their research endeavors.

No other details were provided in the initial proposal or supplementary documents about support faculty from other departments/schools within the institution, or adjunct faculty.

STRENGTHS: The DAS faculty have an existing relationship with the DAT and MSAT programs within WWAMI Medical Education at UI. Faculty who may be associated with DAS educational courses, presumably from the CoEHHS, have extensive experience with educational research mentorship.

IMPROVEMENTS: It is unclear the extent to which faculty from CoEHHS will mentor DAS students in their educational research projects and whether their involvement in doctoral research committees would be at the chair or membership level. These are important considerations since few WWAMI faculty have experience in educational research.

3. Need

a. The evidence that there is significant student and societal demand for this program with respect to other institutions offering the same or similar program.

Despite other institutions offering a similar program, a shortage of qualified anatomy educators remains, as outlined above (Wilson et al, 2020; Wilson et al, 2021; Edwards et al, 2022 - in press). As such, there is significant demand for more doctoral anatomy education programs.

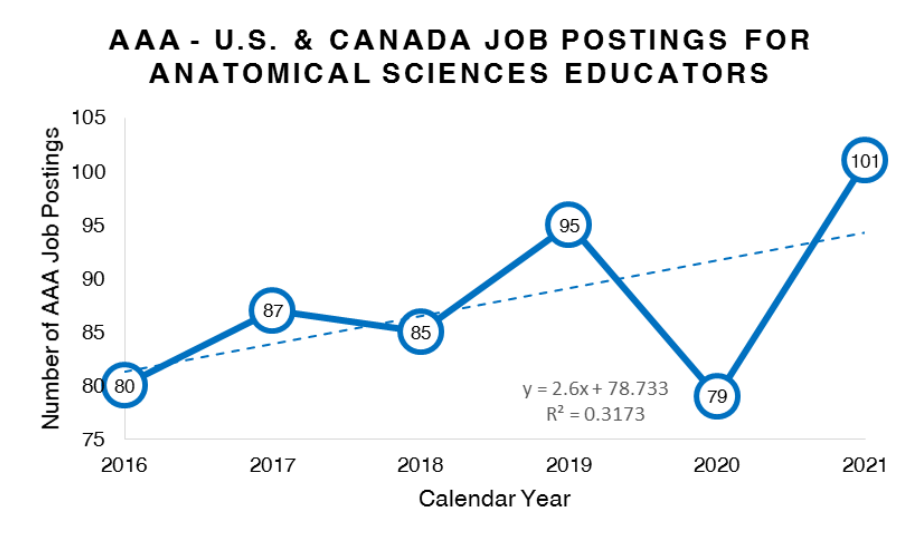
Furthermore, “Each year, anatomy education programs attract a breadth of applicants who are interested in teaching anatomy. However, in the case of IU [Indiana University], an average of 12 applicants are turned away annually (a rejection rate of 71% [2018–2020]) due to a limited availability of slots predetermined by financial and other constraints” (Wilson et al. 2021). The unique flexibility of the DAS hybrid program is likely to attract a number of applicants from across the U.S. including individuals who are working full-time in education and other sectors.

b. The evidence of sufficient and relevant employment opportunities for graduates of this program.

In the literature, there is clear and sufficient evidence of relevant employment opportunities for program graduates. For example, from 2018-2020, there were a total of 259 anatomy educator jobs posted on the AAA job board with an alltime high of 101 anatomy educator postings in 2021 (Figure 1).

According to responding department heads from 42 queried schools with job openings, most anatomy educator positions were opened to fill a vacancy due to either faculty retirements (36%, 15 out of 42) or faculty relocating, taking sabbatical, or assuming different responsibilities (31%, 31 out of 42). Twenty-four percent (10 of 42) of positions were brand new positions. An estimated 40% of anatomy educator openings take longer than 6 months to fill or are never filled (Wilson et al., 2022).

Figure 1: United States and Canada job postings to the American Association for Anatomy Job Board were quantified and plotted for years 2016-2021 (solid line). Linear correlation was calculated and plotted (dashed line). FROM: Edwards D, Meyer ER, Brooks WS, Wilson AB. Faculty retirements will likely exacerbate the anatomy educator shortage. *Anatomical Sciences Education*. 2022. In Press.



c. Evidence to student, regional, and statewide needs that are recognized by the profession, business, industry and governmental agencies.

According to the National Science Foundation’s Survey of Earned Doctorates ([Table 5: State or location of doctorate institution ranked by total number of doctorate recipients, by sex: 2020](#)), Idaho ranks 48th out of 52 states, including District of Columbia and Puerto Rico, for the total number of doctorates awarded by its institutions of higher learning. In 2020, Idaho produced only 9 doctorates in education and 11 doctorates in the biomedical sciences across three institutions including Boise State University (n=3), Idaho State University (n=1), and the University of Idaho (n=7; NSF; [Table 7: Doctorate recipients, by state or location, institution, and major science and engineering fields of study: 2020](#); [Table 8: Doctorate recipients, by state or location, institution, and major non-science and engineering fields of study: 2020](#)). These data suggest there is room for growth within the state of Idaho to produce more individuals with doctorates in the biomedical sciences, including the anatomical sciences with a focus on education.

According to [Idaho’s Department of Labor 2020-2030 projections](#), Idaho anticipates a growth rate of 15.9% and 19.3% for postsecondary teachers in the Biological and Health Sciences, respectively, for individuals with doctoral or professional degrees. The DAS program is one possible mechanism for meeting the state’s projected needs for these occupations.

4. Resources

- a. **The adequacy of library, computer, laboratory, and other research facilities and equipment; offices; classrooms; support services for the program; and, if relevant, the program's utilization of resources outside the institution (e.g., field sites, laboratories, museums, libraries, and cooperative arrangements with other institutions).**

The proposal indicates that the library resources are adequate, especially considering the need for support for the remote curriculum. More detailed information on library resources including example links to online resources such as ebooks, may help strengthen the goals of using open educational resources for the program as outlined on page 4.

The online nature of the program will require students to own a computer, although this requirement was not explicitly stated in the proposal. The Office of Online Education should also be consulted regarding best practices in online curriculum design and administration. The anatomy laboratory is equipped with touch-screen computers. This resource will be useful for digital access to learning and teaching resources while in the lab.

The laboratory, research facilities, and equipment are appropriate and commonplace for anatomical education. Seventeen dissection stations, anatomical teaching models, and a classroom offer opportunities for student learning during the summer months when WWAMI medical students are not present. The large lab should be able to support the cohort sizes indicated in the proposal (e.g. first and second year students at the same time). The lab facility does not currently have technologies that are used by some for anatomy teaching (e.g., Anatomage table, HoloLens, etc.). Ideally, DAS students should have some exposure to these types of anatomy teaching resources.

The WWAMI suite includes faculty offices, classrooms, and a lounge available for student study. Additional facilities include locker rooms for changing in and out of appropriate lab attire. These facilities are adequate for the proposed students.

Additional support services and collaborations with Athletic training (shared courses, mentorship, facilities), the College of Graduate Education (Teaching Assistantships, scholarships, dissertation guidelines), and the CoEHHS (shared courses, mentorship) should also be indicated in future proposals. The Research Outreach and Compliance Office should also be consulted as the dissertation projects are finalized.

No outside university resources are required for the DAS degree program. Cooperative agreements between other institutions would only be necessary if students needed to complete dissertation projects within those institutions.

STRENGTHS: The program's access to a modern anatomy lab facility, learning spaces, and student study areas are strengths.

IMPROVEMENTS: Additional information on computer and library resources for DAS students is needed. Develop program with assistance from Idaho offices for Graduate Education, Online Education, Research, and Athletic Training.

- b. The proposed budget and any need for new resources to operate the program effectively. Where appropriate, review resources available to support graduate students (e.g., fellowships and other scholarships, teaching and research assistantships).**

The DAS program will use a self-support model to operate the program. While the program eventually intends to allocate funding for scholarships and teaching assistantships to offset room, board, and travel costs for students, it is unclear to what extent this proposed support would cover the costs for all or a subset of students to attend the onsite components of the program in the summer of years 1 and 2. Further, if this support were to be provided to only a subset of students, there was no mention of which criteria would be used to determine eligibility for the award and the number of students who could be supported.

The budget allocated \$2,500-\$4,000 for conference travel, but no other line items were provided for student research or teaching support. No criteria were provided for eligibility for conference travel, which conference costs would be covered, nor the amount that would be allocated per student.

Several highly competitive external funding sources exist to fund medical education research and range from small-scale, organizational grants (e.g., AAMC Group on Educational Affairs, IAMSE, AERA) to large-scale governmental grants (e.g., NIH R25, HRSA, NSF). It is unclear as to what extent DAS students would be encouraged or required to apply for grant funding to support their educational research.

- c. In terms of national standards, the institution's commitment to the program as demonstrated by the number of faculty relative to workload and student numbers, support for faculty by nonacademic personnel (e.g., support, staff, technicians), financial support for students, and funds for faculty research and professional activities (e.g., conferences, visiting lectures).**

Currently, no standards exist for doctoral-level education in the anatomical sciences. If approved, the DAS program would be one of two self-support doctoral programs in anatomy education whereas all other programs provide financial support for their students. The self-support program at Eastern Virginia Medical School (EVMS) demonstrates that the model is a viable option for students seeking a doctoral degree in anatomy education. However, EVMS has yet to graduate a student from the program due to its relative newness, and therefore the long-term viability of the program is yet to be fully realized.

It is unclear what the workload distribution will look like once all core DAS courses are offered. With the addition of non-tenure track clinical professors, it is likely the core

biomedical faculty will have adequate workload distributions across teaching responsibilities in those courses. More clarity of how workloads are assigned is needed.

The DAS program would have significantly more students per cohort than any other PhD program in anatomy education. Small student enrollment numbers in typical anatomy education programs are primarily due to funding (as the majority of programs provide their students with stipends and tuition waivers) and the need to provide appropriate mentorship in research. One area of concern for the DAS program is the ratio of proposed students to faculty members with experience conducting educational research for the purpose of doctoral committee membership. Faculty are likely to have a significant mentorship burden and be members or chairs on numerous committees.

The budget includes support for administrative personnel. Dr. Nasypnay, program director of the DAT program, described his administrative support to involve 0.5 FTE for administrative assistance and 0.25 FTE for financial assistance and this would likely be the comparable model for the DAS program. This would likely be an adequate amount of support for the administration of the program and would reduce the administrative burden on faculty involved in teaching and research mentorship.

d. Institution leaders' commitment to this program in the long term.

The external reviewers were supplied a supplemental letter of support from the Director of the WWAMI Idaho program, and also met with him and other leaders at the University of Idaho (Gwen Gorzelsky, Vice Provost for Academic Initiatives; Ken Udas, Director of Online Education; Jerry McMurty, Dean of the College of Graduate Studies). All leaders were enthusiastic about the DAS program proposal, noting the large need for anatomists, the new anatomy training facility, and the success of the Doctorate in Athletic Training (DAT) program, on which the DAS is modeled.

Gwen Gorzelsky indicated a need to hire more non-tenure track faculty, and thus the DAS proposal to hire clinical non-tenured professors is in alignment with the university's goal. As the institution strives to become an R1 Carnegie classified institution, growth of research programs is anticipated as a key factor to success; however, depending on the nature of the DAS degree and program, it may not be counted towards these metrics.

The university has a strong track record of online graduate programs. With the existing UI resources, the DAS program will be uniquely flexible and accessible further strengthening its long-term potential.

e. The institution's ability to sustain the program in the foreseeable future along with its current and future projected commitments.

Per the proposal and as confirmed by the WWAMI associate curriculum director, two-years of teaching resources from WWAMI will be allocated to establish the program. Annual expenditures totaling \$40,000 will also be directly allocated for widespread program marketing to attract a diverse learner population and to meet the high enrollment

requirements for program sustainability. Program enrollments will be carefully reviewed on a regular basis to ensure the adequacy of the self-support model. No funding assistance from other external sources is planned, aside from WWAMI's startup funds and the institution's annual \$20,000 contribution. If the program is unable to sustain the required enrollment numbers, non-tenured faculty may be released from their duties.

STRENGTHS: All interviewed institutional leaders are supportive of the program and its self-support model. A considerable number of online graduate programs already exist at UI allowing the DAS program to capitalize on UI's existing distance learning infrastructure.

IMPROVEMENTS: The DAS program and UI leadership will collaboratively need to determine how best to align/categorize the program to help the University meet its R1 status goal (e.g., counting DAS student publications in the institutional metrics).

5. Comments/Recommendations

- a. **Summarize the major strengths and potential gaps/challenges in the proposed program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.**

Strengths

- The DAS program will be led by a core group of classically trained anatomists who are highly motivated and have considerable experience instructing anatomy and related courses to medical students.
- The DAS program will utilize the WWAMI anatomy lab, a new, state-of-the-art anatomy teaching facility that is equipped with common resources for instruction in the anatomical sciences.
- Due to the anatomy educator shortage, more doctoral programs in anatomy education are needed; hence the timeliness of this proposal.
- The proposed hybrid DAS program is innovative in its combination of distance and in-person learning and science and educational coursework to train future health science educators.

Gaps and Challenges

- The implementation of a successful and high quality DAS program requires three primary components: 1) quality coursework and experiences in the anatomical sciences and education (including theory, psychology, pedagogies, and research); 2) ample opportunities to practice and apply what is learned from the coursework (e.g., through teaching practica), and 3) strong mentorship/oversight of students' education-focused research dissertations. Upon reviewing the program, many gaps remain including: formalizing who will lead the education coursework, ensuring student teaching experiences in histology and neuroanatomy, and ensuring the quantity and qualifications of faculty who will lead and oversee students' education-focused dissertations.

- The program has to be careful about balancing the quality of the educational experience with the need for high enrollment numbers to sustain its self-support funding model. Typically, anatomy education PhD programs are four years in duration and equip learners for successful careers in tenure-track medical school level positions. By comparison, the DAS program is 3 years in duration with much ambiguity surrounding the expectations for students' qualifying exams and research dissertations. Until these ambiguities are resolved and clarified, by comparison, the DAS degree appears to be an inferior degree to the existing PhD degrees offered in the field of anatomy education. As such, graduates of the DAS program may have difficulty attaining tenure-track faculty positions at allopathic and osteopathic medical schools. Unless the program is significantly altered, DAS graduates will likely be better equipped to attain faculty positions at liberal arts and community colleges.
- Given that no doctorate of anatomical sciences (DAS) degree currently exists, the program is taking a risk in hoping this degree will be accepted in the field by future employers. Before offering this new DAS degree, a market analysis should be performed to better forecast the degree's employability. Other degree options include an Ed.D. or a Ph.D. in the anatomical sciences. While an Ed.D. in anatomical sciences currently does not exist either, the Ed.D. degree is well established as an accepted and valued degree in higher education, including within medical and health sciences education.

b. Describe ways this program makes a unique contribution to the field.

Currently, there are only 8 anatomy education Ph.D. programs in the United States. Geographically, these programs are located in the Midwest, South, and Northeast. No programs are located in the Western half of the United States. The University of Nebraska Medical Center represents the Westernmost program in the Midwest region. Developing the first doctoral anatomy education program in the Western U.S. is very strategic and will help UI capitalize on the potential of the Western market.

c. Include any further observations important to the evaluation of this doctoral program proposal and provide any recommendations for the proposed program.

Major Recommendations

For program development to move forward, several key decisions must be made. The external review committee recommends the following major steps be taken:

1. Define the scope and nature of the dissertation research project and the qualifying/preliminary exam. Deciding on these key elements should help the program to determine how to classify the degree (e.g., as an Ed.D., Ph.D., Doctor of Anatomical Sciences, Doctor of Applied Science, etc.). Once the degree is classified, it will become clear whether existing policies and procedures (and student handbooks) from the College of Graduate Studies can be used or whether new policies, procedures, and handbooks will need to be written.

2. Determine which education-focused faculty to engage in the program (e.g., athletic training faculty and/or CoEHHS faculty) and work toward developing formal partnership agreements to fill the program's existing faculty gaps related to directing education courses and overseeing education-focused research dissertations.
3. Determine how to transcript and provide well-defined opportunities for teaching practica in gross anatomy, histology, and neuroanatomy. Consider credit waivers for those students who serve as active faculty at other institutions of higher learning for courses in the anatomical sciences they currently teach. One potential solution is providing opportunities for students to guest lecture/guest TA in summer allied health science courses offered at Lewis & Clark State College and/or Washington State University. Other curriculum gaps worth filling include offering an in-person neuroscience lab and offering instruction in qualitative and mixed methods research.
4. Determine the program's total time duration, optimal course sequencing, and matriculation timing. For example, consider matriculating each class in the summer to start the curriculum sequence with gross anatomy.

If the program's total duration remains at 3 years, consider revamping the application materials to require applicants to have a research project topic and primary mentor in place prior to program acceptance. Also consider developing research methods courses with assignments that require students to incrementally work on their research projects within each class as the curriculum progresses. In theory, this will help to keep dissertations on track for timely graduations.

5. Either hire more faculty or reallocate existing faculty time to fully develop the program's policies, procedures, and curricula prior to submitting the final proposal to the Idaho State Board of Education. There is a need for clear succession planning and to ensure balanced workloads among faculty. Given the potential opportunity for WWAMI to develop a PsychD program simultaneous to the development of the DAS program (interview, Dr. Seemiller), there may be additional program or curriculum design responsibilities assigned to WWAMI faculty that need to be accounted for.
6. The program needs to think more critically about program evaluation and how the success of the program and its many elements will be reported as measurable outcomes.
7. Overall, for this proposal to be successful, there must be stronger continuity between the proposal, all program specific documents, and the areas to be reviewed by the next onsite review team. Be certain to provide the Idaho State Board of Education (ISBoE) with the following information:

- a. Fully comprehensive program proposal that has been professionally copy edited.
- b. All supplemental program documents (e.g., CVs, syllabi, faculty labor distributions, student and faculty handbooks, committee policies and procedures, etc.)
- c. Include all information from ISBoE's external review template, even though several sections of ISBoE's external review template do not appear in ISBoEs program proposal template. We found the discontinuity between ISBoE's program proposal template and the required external review content to be striking and unexpected.

Minor Recommendations

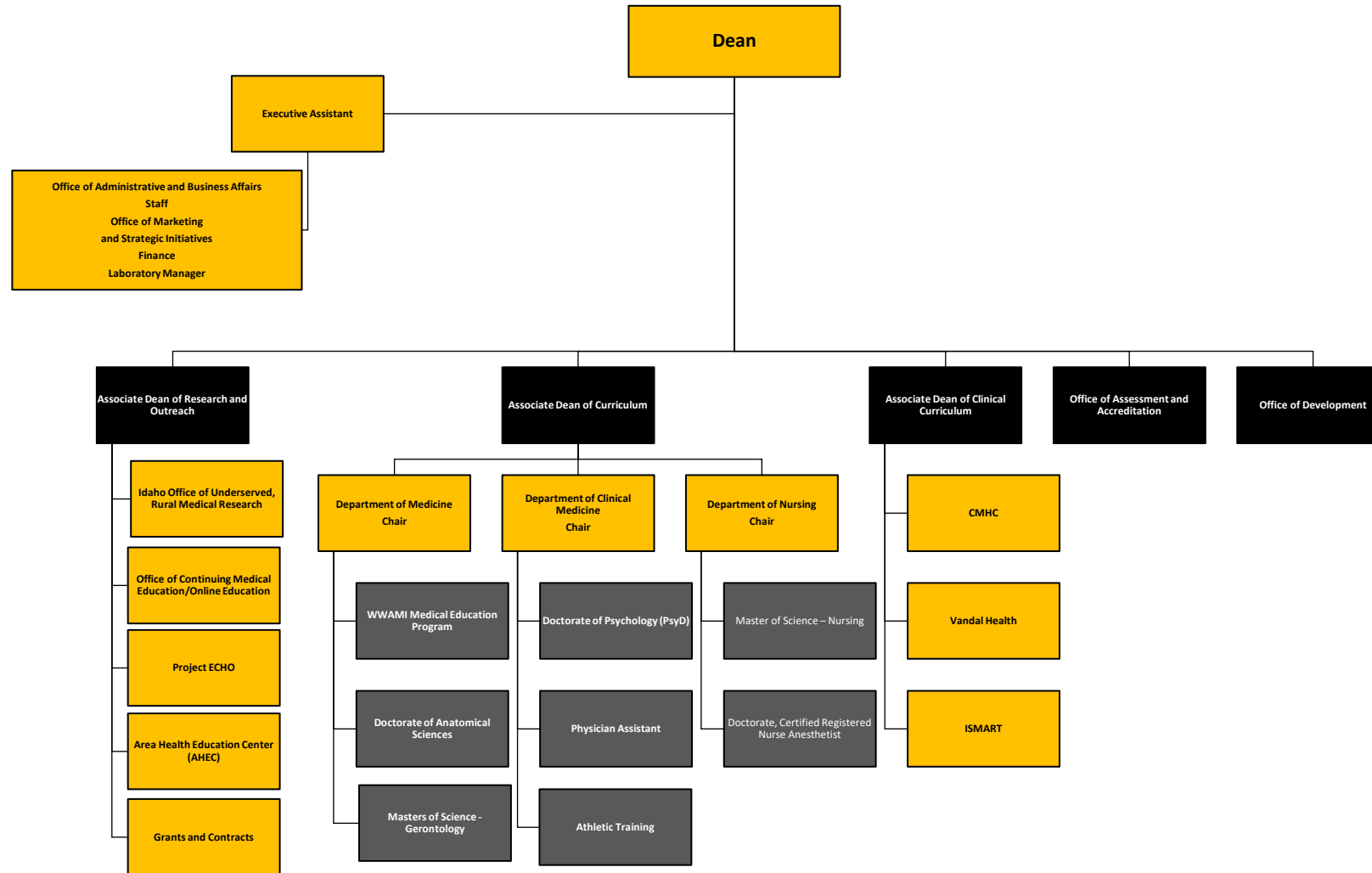
The following additional recommendations are likely to enhance the quality and marketability of the program and its graduates.

- For DAS graduates to meet the needs of modern learners in the health sciences, some exposure to a breadth of technologies used for anatomy instruction (e.g., Anatomage tables, HoloLens, etc.) is required. It is not clear how DAS students will gain exposure to such technologies. Work with the Office of Online Education to identify tools that may already be available.
- Whenever possible (e.g., on transcripts) use the WWAMI Medical Education name and logo to further enhance the program's marketability. Anatomy education programs that are affiliated with reputable medical schools are more desirable and credible from a future employability perspective. Ideally, the DAS program would be housed within a department, as opposed to being housed under the current WWAMI program. The external reviewers support the idea of creating a WWAMI Department of Medical Education under one of UI's existing colleges (e.g., College of Graduate Studies), assuming this type of organizational structure is feasible. The degree awarding unit, college, and university must be made explicitly clear to all program applicants and graduates.
- Even though the degree would be awarded through UI, it is critical for the DAS students to have access to the same medical-level resources afforded to the WWAMI medical students. It would also be ideal for WWAMI faculty to use the same resources between the medical and DAS programs (e.g., ExamSoft) to significantly reduce workload redundancies.
- The program would benefit from applying a standardized grading policy across all courses (whether P/F or graded). Such a grading policy should specify all required minimum achievement levels for content mastery. Given the review team received different versions of various policies from different units (e.g., Department of Biological Sciences, the Colleges of Graduate Studies, etc.), more clarity is needed on exactly which policies and student handbooks the program will use.

- The program may benefit from additional alignment with the mission of the university to achieve R1 status (e.g., developing research goals to align with program objectives).
- Lastly, we recommend that at least 0.50 FTE be hired to support the administration of the DAS program, rather than relying on WWAMI staff who already support the medical education program.

[End of Report]

School of Health and Medical Professions





DEPARTMENT OF ANATOMY & CELL BIOLOGY
RUSH MEDICAL COLLEGE

March 20, 2024

David R. Paul, Ph.D.
Chair, University Curriculum Committee
Professor, Department of Movement Sciences
University of Idaho
P.O. Box 442401 Moscow, ID 83844-2401

Regarding: Proposed Doctor of Anatomy Program at the University of Idaho

Dear Curriculum Committee,

I am writing as the lead external programmatic reviewer for the proposed Doctor of Anatomy program at the University of Idaho. The onsite review for this proposed program was conducted by an external three-member team in August of 2022.

Firstly, I would like to confirm that the comprehensive programmatic review, as previously submitted, remains valid. At this time, the review team has no further updates or revisions to add to the report.

Secondly, I have been informed by the University of Idaho WWAMI Medical Education Program that they have revised their program proposal based on the recommendations outlined in the review committee's report. Their revisions aim to address the raised concerns and strengthen the proposal.

On behalf of the review team, thank you for your consideration of this matter. Please let me know if you require any additional information or clarification.

Sincerely,

A handwritten signature in black ink, appearing to read "Adam Wilson".

Adam B. Wilson, Ph.D.
Associate Professor
Director of Anatomy Education
Department of Anatomy and Cell Biology
Rush University
600 S. Paulina St., Suite AAC 505A
Chicago, IL 60612
Adam_Wilson@rush.edu

531: CHILD FEEDING UNDERGRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 063 Chair (smcguire@uidaho.edu)
2. CALS Review (bschroeder@uidaho.edu)
3. 07 Curriculum Committee Chair (bschroeder@uidaho.edu)
4. 07 Dean (mdoumit@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
13. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 19 Sep 2023 23:01:29 GMT
Michelle McGuire (smcguire): Approved for 063 Chair
2. Tue, 26 Sep 2023 20:02:07 GMT
Brenda Schroeder (bschroeder): Rollback to Initiator
3. Sat, 30 Sep 2023 00:40:41 GMT
Michelle McGuire (smcguire): Approved for 063 Chair
4. Tue, 03 Oct 2023 19:36:49 GMT
Brenda Schroeder (bschroeder): Approved for CALS Review
5. Tue, 03 Oct 2023 20:15:04 GMT
Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
6. Tue, 06 Feb 2024 14:04:51 GMT
Matthew Doumit (mdoumit): Approved for 07 Dean
7. Tue, 26 Mar 2024 19:50:40 GMT
Mary Stout (mstout): Approved for Provost's Office
8. Wed, 27 Mar 2024 15:52:16 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Wed, 27 Mar 2024 20:49:09 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
10. Wed, 27 Mar 2024 21:18:13 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
11. Tue, 02 Apr 2024 19:46:11 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Fri, 29 Sep 2023 21:29:45 GMT

Viewing: 531 : Child Feeding Undergraduate Academic Certificate

Last edit: Wed, 27 Mar 2024 21:33:15 GMT

Changes proposed by: Trevor White

Faculty Contact

| Faculty Name | Faculty Email |
|--------------|--------------------|
| Trevor White | Trevorw@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Undergraduate

College

Agricultural & Life Sciences

Department/Unit:

Family and Consumer Sciences

Effective Catalog Year

2024-2025

Program Title

Child Feeding Undergraduate Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

13

CIP Code

19.0706 - Child Development.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information**What is the financial impact of the request?**

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Curriculum:

The Certificate in Child Feeding is tailored for professionals seeking a comprehensive understanding of child development from prenatal stages through age 12, coupled with essential knowledge in basic human nutrition and practical feeding practices. Geared towards childcare providers, program administrators, therapists, nutritionists, and various professionals in related fields, this program emphasizes the value of individualized developmental approaches and contextual learning environments. Participants will gain knowledge in managing meals, implementing developmentally-supportive feeding practices, and an understanding of child nutrition. With a focus on evidence-based strategies, the curriculum aims to address the critical need for enhanced nutrition knowledge and feeding practices among early childhood educators and professionals in related sectors.

| Code | Title | Hours |
|-------------|---|--------------|
| ECDE 210 | Introduction to Early Childhood Education | 3 |
| ECDE 254 | Middle Childhood Development | 3 |
| ECDE 435 | Feeding Young Children in Group Settings | 1 |
| FN 205 | Concepts in Human Nutrition | 3 |

FN 370

Meal Management

3

Total Hours**13****Courses to total 13 credits for this certificate****Distance Education Availability**

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability**In which of the following geographical areas can this program be completed in person?**

Moscow

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

University Learning Outcome 1: Learn and Integrate. After completing the program, students will understand the developmental period from birth through age 12, value each child as an individual with unique developmental variations, and the ways that child development and the learning process occur in multiple contexts. In addition, students will know basic concepts of human nutrition, learn to manage meals and learn developmentally-supportive feeding practices.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Each course offered through the certificate will continue to be assessed as it has been historically; we will continue to use current assessment tools to verify the quality of affiliated courses. These are completed at the department level and include feedback from students. Some of the examples may include but not limit to: in class activities and mini-assignments (ECDE 234) journal article discussion, exams/quizzes (ECDE 234, ECDE 254, FN 205), online assignments (ECDE 435).

How will you ensure that the assessment findings will be used to improve the program?

Program faculty will meet each semester to discuss the program and implement needed improvements. Changes will be implemented as weaknesses become evident.

What direct and indirect measures will be used to assess student learning?

Program faculty will use rubric-based evaluation to assess student learning throughout the program.

When will assessment activities occur and at what frequency?

Program assessments will be conducted annually.

Student Learning Outcomes**Learning Objectives**

University Learning Outcome 1: Learn and Integrate. After completing the program, students will understand the developmental period from birth through age 12, value each child as an individual with unique developmental variations, and the ways that child development and the learning process occur in multiple contexts. In addition, students will know basic concepts of human nutrition, learn to manage meals and learn developmentally-supportive feeding practices.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

There is a strong need to enhance early childhood educators' nutrition knowledge and developmentally-supportive feeding practices. The certificate curriculum will provide systematic training on evidence-based child feeding practices to preservice and in-service teachers, professionals in the food and nutrition fields, early childhood program administrators and other professionals in the field. There will be no added workload other than requesting this new certificate.

Per Sara Matthews, FCS Faculty: "Child feeding is the commonly used term in the nutrition and child development fields. It is designed for a specific group of professionals who may seek to have deeper knowledge in child development from prenatal through 12 years old, basic human nutrition knowledge, and practical knowledge in feeding practices, health and safety, and meal prep.

Examples of the professionals this academic certificate will appeal to are childcare providers and directors, Head Start program administrators and nutrition directors, developmental specialists, occupational and physical therapists, school nutrition directors, afterschool program providers, nutritionists, and others."

Reviewer Comments

Brenda Schroeder (bschroeder) (Tue, 26 Sep 2023 20:02:07 GMT): Rollback: title or name of the certificate should be addressed please.

Brenda Helbling (brendah) (Thu, 22 Feb 2024 23:18:24 GMT): Requested program description and changed (per Trevor White) to a "no" on self-support fee. BRH

Mary Stout (mstout) (Tue, 26 Mar 2024 19:50:37 GMT): Program description is on file. Moving forward for consideration.

Sydney Beal (sbeal) (Tue, 26 Mar 2024 21:38:59 GMT): Added certificate description sent by Brenda Helbling

Key: 531



POLICY COVER SHEET

For instructions on policy creation and change, please see <https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **APM50.14 Name, Social Security Number; and Address Changes**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Comprehensive Review was Conducted

Originator: Brandi Terwilliger, Director of Human Resources

Policy Sponsor, if different from Originator: Brian Foisy, VP Finance and Administration

Reviewed by General Counsel Yes No Name & Date: Karl Klein 12-7-23

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
Updating to reflect correct process
2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
None
3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

ASAP

50.14 - Name, Social Security Number, and Address Changes

Last updated: November 07, 2006

A. Purpose. This policy addresses changes to an employee's name, address, and Social Security number in the University's Human Resources Information System.

B. Scope. This policy applies to all employees.

C. General Policy. Information in the University's Human Resources Information System regarding an employee's name, address and ~~social~~ Social security ~~Security~~ number (SSN) may be changed upon the request of the employee and submittal of appropriate documentation, if necessary.

DB. Procedureess:

D-1. In general. Changes to an employee's name, ~~social security number (SSN,)~~ and address are entered into the Human Resources Information System (HRIS) only by Human Resources (HR) and the Payroll Departments. Changes are effective with the next available payroll cycle.

C. Procedure:

ED-21. Address Changeschanges. -An employee may request a change of address by ;

u updating the address in the electronic system under employee tab (Refund Address, Campus Mail Address, Payroll Check Address and Mailing/Local Address) or by submitting a written request (all other address updates) to HR. Include name, ~~Vandal#SSN~~ and new or corrected ~~type of address or the employee may update their own address via the employee web using their PIN.~~ The change will be updated effective with the next available payroll cycle. The web change will not update the W2 address ~~or check mailing address.~~ -Please submit an address change request on Payroll's website to update that address type.

C-2D-3. Name or SSN Changeschanges. An employee may request a name change, for reasons including but not limited to marriage, divorce, ~~and/or~~ change of legal name. You An employee may also provide you a preferred name that will be used for email; or other communications that don't require the legal name to be used.

;)a. An employee's name in the HRIS must match the employee's legal name as it appears on ~~his or her~~ their ~~social~~ Social security ~~Security~~ card. Therefore, to process a name change, a ~~social~~ Social security ~~Security~~ card in the name desired must be presented to HR with the request.

ii)b. When requesting the change, completion of new benefit and tax forms may be required.

ii)c. An employee's SSN in the HRIS must match the employee's SSN as it appears on ~~his or her~~their ~~social~~Social ~~S~~security card. Therefore, to process an SSN change, a ~~S~~social ~~S~~security card must be presented that accurately reflects the desired change.

ED. Information. Contact HR at (208) 885-3638, (208) 885-3602 (by fax) or Payroll Services at (208) 885-0284 or online at [HR Website](#).



POLICY COVER SHEET

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All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **APM 50.08 EVALUATIONS FOR CLASSIFIED AND EXEMPT STAFF**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Brandi Terwilliger

Policy sponsor, if different from originator: Brian Foisy

Reviewed by General Counsel: Yes No Name & Date: Kim Rytter, 8/17/23

Comprehensive review? Yes No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Revision to provide updated terminology and procedure.

2. **Fiscal Impact:** What fiscal impact, if any, will this change have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

50.08 - Evaluations for Classified and Exempt Staff

Last updated: November 20, 2006

A. Purpose. This policy addresses annual performance evaluations and probationary performance evaluations for staff.

B. Scope. This policy applies to performance evaluations for all classified and exempt staff.

AC. General Policy. Performance evaluation provides an opportunity for mutual goal setting, reinforcement, direction and communication. Evaluation based on the employee's current job description is a justified expectation of employees, ~~provided for authorized by in the~~ [FSH 3340] and Idaho Code 67-5309. The University of Idaho Staff ~~Performance~~-Evaluation form (see section E) [~~See 50.08 (E)~~] was designed to encourage all non-faculty staff members to grow professionally and to reach full potential in their work.

AC-1. Annual performance evaluations. Annual performance evaluations provide the basis for merit pay increase, career development, advancement, and ~~or~~ performance-related probation and termination of employment.

AC-2. Probationary performance evaluations. Probationary performance evaluations document the performance of classified employees (1) during entrance probation at the time of initial hire or promotion or transfer to a new position in which the employee has not been previously certified, [~~See FSH 3340 A-2~~], or (2) during the course of a performance-related probationary period [~~See FSH 3340 A-2.a. and See FSSH 3340 and APM 50.21.H3340 A-43340 A-4.~~] [~~See APM 50.21~~].

DB. Procedures.

D-1. Timelines

Ba-1. Annual pPerformance eEvaluations. Annual performance evaluations are completed during December-February for staff. Instructions and due dates are circulated annually by Human Resources (HR) to deans and directors, and subsequently forwarded by them to managers and supervisors according to college or administrative unit procedures. Staff are afforded the opportunity to provide written comments on their evaluations. Evaluations are signed by the staff member being evaluated and, the supervisor performing the evaluation. In some situations, -and the departmental administrator or designee may also sign. The evaluation procedure is designed to be interactive and include a conference between the employee being evaluated and ~~his or her~~their supervisor where performance during the evaluation period and performance plans for the following year are discussed.

Bb-2. Entrance Probationary Performance Evaluations. Entrance probationary performance evaluations for classified employees are performed twice--one after three months and one just prior to the conclusion of the six-month (13 bi-week) entrance probationary period. Upon successful completion of the entrance probationary period, the employee is certified in the classification.

Bc-3. Performance-related Probationary Performance Evaluations. Performance-related probation performance development plans/probation extensions evaluations for classified employees are generally performed three times--one at 30 days following placement on performance-related probation development plan/probation extension, one at 60 days and one at the conclusion of the 90-day performance-related development plan/probationary period extension. Upon successful completion of the performance-related development plans/-extended probation, the employee is restored to certified status. In some cases, the performance-related probationary period may be extended. If performance-related extended probation is not completed successfully, employment is generally terminated. [See FSH 3340 A-9 FSH 3340 A-9].

D-2c. Departmental Procedure. In early January/December, HR sends mails current instructions and due dates to each college or division. Completed evaluations are returned to HR by the date specified in the distribution memo. Original evaluations for classified and exempt employees are logged in and filed in HR. Departmental procedures are as follows:

C-1a. Review the Employee's Job Description. Refer to the current job description for the employee being evaluated. Draft answers to evaluation form questions and rate the employee's performance based upon the expectations and guidelines stated within the job description in effect for the period during which performance is being evaluated. Factors that are also considered include, but are not limited to, quality and quantity of work, job knowledge, initiative, dependability, customer service, teamwork, attendance, communications, task management, budget management, safety, decision making, supervision, accountability, civility, judgment, leadership, problem solving, training/development, or other dimensions appropriate for review.

+) If there is no job description, or if the job description is outdated, a results-oriented University of Idaho Job Description (ROJDIJD) should be created for the next segment of employment. See [APM 50.55](#) for information on writing results-oriented job descriptions.

C-2b. Request Self-evaluations Employee Input. Supervisors may provide the employee with an opportunity to provide input. Sample input forms for this purpose can be found on the HR webpage under Forms and Documents. The input form will not be included with the annual evaluation, though the supervisor may use the input to assist in the creating of the actual annual evaluation. blank evaluation form and ask him or her to complete a self-evaluation. Review the self-

~~evaluation and make any desired changes to the performance evaluation prior to meeting with the employee.~~

C-3c. Gather Information. Refer to observations of performance and/or collect information on performance throughout the evaluation period from co-workers, other supervisors, and/or clients of the employee. ~~Provide comments and specific examples~~ Specific examples during the discussion can be helpful to share with the employee. Please work with HR prior to sharing the source for any feedback. Many supervisors find that maintaining a desk file for each employee for the evaluation period helps them focus their ratings and comments, and provide examples to illustrate or justify ratings.

C-4d. Meet with the Employee. Schedule a private time to meet and discuss the supervisor's ~~draft~~ evaluation and the employee's ~~self-evaluation~~ input form. Review the job description with the employee, discuss performance plans for the next evaluation period; inquire of the employee regarding ~~his or her~~ their plans or objectives for professional or skills improvement.

C-5e. Complete Final Evaluation. Complete the final evaluation form using input from the employee, yourself, your supervisor if appropriate, and other appropriate sources, and provide an overall rating of the employee's performance during the evaluation period. Please work with HR prior to sharing the source for specific feedback.

~~i) If a particular rating category does not apply to the employee—for example "Human Resource Management"—will not apply to an employee who does not supervise other employees—check NA and proceed to the next category.~~

~~ii) Ratings often vary from category to category. This is normal and reflects the employee's strengths and weaknesses.~~

~~iii) Decide how the employee's performance ranks overall and check the appropriate block under~~ Supervisor's Overall Ratings Performance Level. The overall rating should reflect total performance; however, the overall rating may or may not be a precise average of all the individual ratings because the different rating categories functions may have differing levels of importance for the position being evaluated.

C-6f. Discuss Evaluation with Employee. Schedule and conduct a private review with the employee to discuss the evaluation. The three primary goals of the evaluation discussion are:

1.i) To review what is expected of the employee (goals, standards and objectives).

ii)2. To communicate the supervisor's evaluations ~~and receive the employee's input.~~

ii)3. To identify corrective or development activities for the future ~~which are documented in the (revised) job description, a copy of which is also attached to the evaluation in addition to the job description which was in effect during the evaluation period.~~

C-7g. Evaluation Signature and Distribution~~Obtain signatures and distribute.~~

i)1. The employee signs and dates the form as receipt of the evaluation, and adds any comments desired. If comments exceed the space provided, the employee should sign or initial the extra page(s). Employees are not required to provide additional comments to the evaluation, although they may choose to do so. An employee may choose to add comments at the time of evaluation or later. If comments are added at the time of evaluation, they will be submitted submit them as part of the evaluation. If comments are added later, they will be attached submit them to HR to be added to the evaluation to the evaluation at that time. Employee comments become a permanent part of the review document.

ii)2. The supervisor completes the evaluation by signing the form and forwards it to the departmental administrator, if required, for review and signature.

ii)3. If required, Tthe departmental administrator reviews and signs the evaluation and sends it electronically; together with a current (and revised, if applicable) job description, to HR. Depending on procedures of each department, college or administrative unit, the departmental administrator may be the dean, director, or the person supervising the manager who completed the evaluation. Copies of the evaluation (with the current and revised job description, if applicable) should be distributed to the employee and the supervisor, and a copy retained by the departmental administrator.

~~a) Depending on procedures of each department, college or administrative unit, the departmental administrator may be the dean, director, or the person supervising the manager who completed the evaluation. A second supervisory or administrative signature is required to ensure the evaluation has been reviewed by someone other than the supervisor who prepared it.~~

D. Information.

D-31. Due Dates and Effect of Failure to Complete Evaluation. Evaluation due dates vary according to the type and purpose of evaluation.

a.i) Annual Evaluations. Annual evaluations are typically due in ~~January-February~~ March for staff. Regents' policy requires a completed performance evaluation as documentation of satisfactory-or-better performance to support annual salary increases.

ii)b. Entrance Probationary Evaluations:

~~a)1.~~ Entrance probationary evaluations are due in HR at both the three- and six-month employment anniversary for newly hired or promoted classified staff (by the seventh and thirteenth pay periods of probationary employment, respectively).

~~b)2.~~ Six-month evaluations ~~which that~~ document successful completion of the entrance probationary period certify the employee into that classification.

~~c)3.~~ Entrance probationary periods may be extended with HR approval beyond ~~six6 months13 pay periods~~ for ~~50% time~~-employees, or employees taking Leave Without Pay (LWOP), or for up to another 90 days by the supervisor with information regarding the reason for the extension and the effective dates provided both to the employee and to HR.

~~d)4.~~ In cases where entrance probation is extended, due dates for subsequent performance evaluations will be as specified in the written notice to the employee. Extension of entrance probation is at the discretion of the University.

~~e)5.~~ Both three- and six-month evaluations must be completed and placed in the employee's personnel file in HR as legal documentation of performance. If the six-month probationary evaluation is not received within 30 days of the end of the probationary period, the employee is legally considered to have satisfactorily completed probation and is certified into the classification de facto.

iii)c. Performance-Related Probation Evaluations:

~~1.a)~~ Classified employees may be placed on a development plan/performance-related extended probation for unsatisfactory performance. [See [APM 50.21.](#)]

~~b)2.~~ Performance-related probation Documentation of development plan milestones -evaluations are due in HR at 30 days, 60 days and 90 days

following placement on ~~performance-related~~ development plan or extended probation.

e)3. A ~~Ninety~~90-day evaluations ~~which that~~ documents successful completion of a development plan or extended performance-related probationary period re-certifies the employee into that classification.

d)4. ~~Performance-related probation~~ Development plans periods may be extended beyond 90 days for ~~50% time employees, or employees~~ taking Leave Without Pay (LWOP), or by the supervisor, with information provided to the employee and to HR regarding the reason for the extension, and effective dates. Additionally, a shortened development plan period may be appropriate.

e)5. All of the 30-, 60- and 90-day evaluations must be completed and placed in the employee's personnel file in HR as legal documentation of performance. If the 90-day ~~performance-related~~ development plan or extended probation evaluation is not received within 30 days of the end of the ~~probationary~~ period, the employee is legally considered to have satisfactorily completed ~~performance-related probation~~ the development plan or extended probationary period and is re-certified into the classification.

f)6. Extension of performance-related probation is at the discretion of the University.

g)7. ~~Less than~~ Unsatisfactory completion of ~~of performance-related~~ development plan or extended probation may results in demotion or disciplinary action up to and including termination of employment. ~~See~~ APM 50.21.

E. Evaluation Forms ~~forms~~. Evaluation forms are a available from Human Resources, (208) 885-3638. Forms can be downloaded from HR Website.

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 29

Tuesday, April 16, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Maas, McKenna, Miller, Mittelstaedt, Murphy, Pimentel, Ramirez, Raney, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Shook, Thaxton, Tibbals.

Absent: Schwarzlaender (excused), Mischel

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #28, April 9, 2024, were approved as distributed.

Chair’s Report:

- It’s been a pleasure serving for the past three years on the Faculty Senate which followed three years at UCC. I think that the university has huge potential when people work together, and you, the senators, can make it happen. I think that it’s important to use our voices to create a sense of positivity as opposed to fear.
- After meeting with people from Pocatello, Boise, and Sandpoint, I hope that we will continue our efforts to be a land grant university with grass root projects and a laser sharp focus on quality of education and research.

Provost’s Report:

- Our Regents are on campus tomorrow and Thursday. They visit once per year, when they have their meeting on the Moscow campus.
- Lionel Hampton Jazz Festival starts Wednesday evening, and continues all day Thursday, Friday, and Saturday. There will be about 3,400 students on campus.
- The College of Science will have “Vandal Science Days,” Friday, April 19 and Saturday, April 20, from 10am to 3pm in the IRIC atrium. <https://www.uidaho.edu/sci/news/vandal-science-days>
- Faculty Gathering: Wednesday, April 17, 4:30 to 6:30, at the WWAMI Medical Education Building. <https://www.uidaho.edu/provost/faculty-gathering>
- Commencement on May 11th. Please encourage your faculty to attend.

There were no questions.

A remark from the Secretary:

Addressing an issue raised by a senator last week as new business, the Secretary outlined the process for communicating presidential approval of policies approved by the faculty at UFM’s. She solicited suggestions for improving the process.

• **Consent Agenda**

- Committee Appointments for AY 2024-25 – Kristin Haltinner, Chair of the Committee on Committees, Attach. #2.

There was an inquiry about the Promotion and Tenure committee, not on the list.

Provost Lawrence replied that appointing that committee follows a completely different process. In the Fall, the Provost works with Senate leadership in accordance with the process prescribed in FSH 3500.

- AY 2025-26 Sabbatical Approvals – Jean-Marc Gauthier, Chair of Faculty Senate, Attach. #3.

There were no requests to take items out of the consent agenda for discussion and vote. The consent agenda stands approved by unanimous consent.

Committee Reports:

- Proposed changes to the Faculty and Staff Handbook (voting)
 - FSH 5800 Malign Foreign Talent Recruitment Programs – Kay Dee Holmes, Assistant Director for Research Integrity, Office of Research Assurances, Attach. #4.
Department of Defense (DOD) policies require universities to have a written policy regarding malign foreign talent recruitment programs to receive DOD funding.
Discussion:
There were inquiries about the definition of “malign foreign talent recruitment” programs and how to recognize them. An individual may not be aware that they are engaging with one of these programs. Kay Dee replied that it is the individual’s responsibility to disclose any such involvements. If they are not sure, they should reach out to the Office of Research Assurances.
A senator suggested a website to point people in the right direction, to avoid oversights. Kay Dee noted that there is one, but feedback on how to improve it is welcome. There is also a link in VERAS. <https://www.uidaho.edu/research/faculty/research-assurances/foreign-interest/faq>. Compliance is not retroactive. The starting date depends on the agency. The certification is required as part of the final proposal sign-off.
Vote: 21/22 yes; 1/22 no. Motion passes.
 - FSH 3120 Faculty Obligations: Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #5.
Section D-2 revised to clarify work and pay schedule for academic year appointments. Sections D-4 expanded and revised to clarify summer session obligations of faculty with academic year appointments.
This policy was approved by the Senate at their meeting #27. In the meantime, FAC noticed a problem with the language regarding *entirely optional* summer appointments not counting toward P&T.
Motion to amend the previously approved motion (Mittelsteadt, Rinker) as in the revision from FAC presented today.
Vote on the motion to amend: 22/22 yes. Motion Passes.
There was no further discussion. FSH 3120 approved as amended.
 - FSH 1640.36 Dismissal Hearing Committee – Kristin Haltinner, Chair of Committee on Committees, Attach. #6.
The committee members requested that the Committee on Committees add language so that people serving on the committee are aware of the potential for summer meetings. This notification is a standard practice with other committees.
Vote: 22/22 yes. Motion passes.
 - FSH 3490 General Salary Information – Brandi Terwilliger, Director of Human Resources, Attach. #7.

This policy was presented last week. Based on the Senate recommendations, it has been revised to keep those procedures in FSH. The income tax withholding and the W2 form have been removed, since those are federal requirements and not U of I policy.

No questions

Vote: 22/22 yes. Motion passes.

- FSH 3480 Compensation for Service in Addition to Regular Duties – Brandi Terwilliger, Director of Human Resources, Attach. #8.

Minor clarification edits. Confirmed changes with Provost Office. FAC also suggested revisions (in brown text).

Vote: 22/22 yes. Motion passes.

- Proposed changes to the University Catalog (voting)

- Admissions Requirements – Steve Shook, Forest, Rangeland and Fire Sciences

The final version of the UCC recommendation didn't arrive in time to be included in this binder.

There was a brief discussion on the status and procedures.

Motion to postpone (Tibbals, Mittelstaedt).

Vote: 20/20 yes. Motion passes.

- Proposed Changes to the Administrative Procedures Manual (non-voting)

- APM 50.16 Criminal Background Check– Brandi Terwilliger, Director of Human Resources, Attach. #9.

Slight edit to the policy for prior coverage, given we cannot access old records. Removal of the J-1 Scholars exception per IPO – they do not get a background check and should get one.

No questions.

- **Announcements and Communications**

- VERSO Research Information Management System and Institutional Repository – Ben Hunter, Dean of Libraries.

Vandal Expertise, Research, and Scholarship Online (VERSO), preserves and provides access to the research and creative output of the university of Idaho faculty, students and staff. This serves several functions. First, research information management systems, which support transparent aggregation, curation and use of data about institutional research activities.

Basically, these systems describe an institution, with its research and scholarship activities. For a decade, we have used VIVO, supported out of the Library. It's open source and free. We have a large volume of good data and some nice visualizations. However, there are shortcomings, typical for open-source software. Individual people cannot go in and modify their profiles within VIVO. It's a cumbersome process, so we're looking at replacing that. Institutional repositories are digital collections to capture the intellectual output of a single university community – a digital space with an institution's output, theses and dissertations, publications, preprints, open access deposit and more. We're repurposing digital collection software. It's free, but not ideal – doesn't allow for self-deposit. That is again a cumbersome process through the library. We're in the middle of kind of a soft rollout of VERSO right now.

The release timeline and future plans can be found in the presentation slides attached to these minutes. Visit verso.uidaho.edu.

No questions.

- IT Committee Update – Darryl Woolley, Business and Economics, Jean-Marc Gauthier, Chair of Faculty Senate.

Talking points from a recent meeting of Darryl Woolley, Jean-Marc Gauthier and Teresa Amos.

Priorities:

- Changes in institutional perspective of technology.
- Need for a different conversation about technology – how technology serves teaching and research.
- Cadence of change and impact of AI.
- Make sure everyone is on board.
- Timely privacy issues.

Discussion:

Thanks to Teresa Amos for her patience and help throughout the semester. We are happy to have found a way forward to collaborate with OIT.

A senator had a question about staffing. Is there an update on that? Are there open positions to be filled, or do we not have any openings? Understaffing is usually the answer when it takes two to four weeks to get basic things done. Teresa replied that staffing is an on-going issue.

Faculty Secretary: Is the IT committee the best path to get problems addressed, moving forward? Darryl recommended some sort of working group looking at complaints, including a couple of faculty members who are especially involved with IT issues. A formal process to handle concerns would be helpful. Also, it would be helpful to have a faculty member participate in the decisions for exceptions to the procurement process, so that the faculty's perspective can be heard, and the faculty can be aware that their perspectives have been heard in making those decisions. There should be a formal way to handle communication between faculty and OIT comprehensively.

New Business:

- Urgent: we need the names of new senators for the 2024-25 vacant seats. Next week, Senate 2024-25 will take nominations for the 2024-25 officers.
- A senator reported a noticeable increase of extra-curricular activities among students in his college. In a class of 45 students, on any given day, three to five of them need to be excused to participate in extracurricular activities. This creates more work and rescheduling problems.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:44pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #29

Tuesday, April 16, 2024 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #28 April 9, 2024 **Attach. #1**
- III. Chair's Report
 - University Faculty Meeting #3 is on Monday, April 29, at 3pm PT.
- IV. Provost's Report
- V. Consent Agenda
 - Committee Appointments for AY 2024-25 – Kristin Haltinner, Chair of the Committee on Committees. **Attach. #2**
 - AY 2025-26 Sabbatical Approvals – Jean-Marc Gauthier, Chair of Faculty Senate **Attach. #3**
- VI. Committee Reports (voting)
 - Proposed changes to the Faculty Staff Handbook
 - FSH 5800 Malign Foreign Talent Recruitment Programs – Kay Dee Holmes, Assistant Director for Research Integrity, Office of Research Assurances **Attach. #4**
 - FSH 3120 Faculty Obligations During the Period of Appointment – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #5**
 - FSH 1640.36 Dismissal Hearing Committee – Kristin Haltinner, Chair of Committee on Committees **Attach. #6**
 - FSH 3490 General Salary Information – Brandi Terwilliger, Director of Human Resources **Attach. #7**
 - FSH 3480 Compensation for Service in Addition to Regular Duties – Brandi Terwilliger, Director of Human Resources **Attach. #8**
 - Proposed changes to the University Catalog (voting)
 - Admissions Requirements – Steve Shook, Forest, Rangeland and Fire Sciences
 - Proposed Changes to the Administrative Procedures Manual (non-voting)
 - APM 50.16 Criminal Background Check – Brandi Terwilliger, Director of Human Resources **Attach. #9**
- VII. Announcements and Communications
 - VERSO Research Information Management System and Institutional Repository – Ben Hunter, Dean, Library
 - IT Committee Update – Darryl Woolley, Business and Economics, Jean-Marc Gauthier, Chair of Faculty Senate
 - Graduate Level Distinguished Scholarships – Jerry McMurtry, Dean College of Graduate Studies

VIII. New Business

IX. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #28 April 9, 2024
- **Attach. #2** Committee Appointments
- **Attach. #3** Sabbatical Approvals
- **Attach. #4** FSH 5800
- **Attach. #5** FSH 3120
- **Attach. #6** FSH 1640.36
- **Attach. #7** FSH 3490
- **Attach. #8** FSH 3480
- **Attach. #9** APM 50.16

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 28

Tuesday, April 9, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Maas, Mischel, Mittelstaedt, Murphy, Pimentel, Ramirez, Raney, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, , Thaxton, Tibbals.

Absent: Strickland (excused), Roberson, Miller, McKenna

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #27, April 2, 2024, were approved as distributed.

Chair's Report:

- Teresa Amos (OIT) provided answers to the questions compiled by Faculty Senate. Teresa Amos, IT Committee Chair Darryl Woolley and Faculty Senate Chair Gauthier will meet tomorrow. We are happy to have found a common ground for constructive conversations about OIT issues.

Provost's Report, delivered by Vice Provost Diane Kelly-Rily:

- On April 4, we all received a memo from President Green and Provost Lawrence about updating our strategic plan. We seek nominations for the working group. The nomination form is at https://uidaho.co1.qualtrics.com/jfe/form/SV_ONGjSqP59N1zTPo A strategic plan town hall will be announced in early fall.
- Long-Range Campus Development Plan. Feedback on campus visioning is encouraged. <http://www.uidaho.edu/vision2050> . Please share this information with your colleagues. You can be entered in a raffle for a \$50 vandal gift card.
- Graduation is only a month away. There will be two ceremonies. Please attend and encourage your colleagues to attend. Idaho author Anthony Doerr, author of the Pulitzer prize-winning novel "All the light we cannot see," will be the commencement speaker at both ceremonies.

Discussion:

Vice Chair Haltinner emphasized the importance of working with the Campus Planning Advisory Committee and Instructional Space Committee. These are university-level senate committees who are seeking opportunities to provide more input.

A senator wondered about the recent news that a consultant was hired. They argue that planning future campus developments should be an opportunity for faculty, staff and administrators to come together in shared governance. Vice Provost Kelly-Riley noted that everyone is welcome to participate and provide meaningful input.

Chair Gauthier asked about updates from the University of Phoenix task force in view of what is happening. At this point, Provost Lawrence joined the meeting. He replied that there are no updates. President Green continues to work on a solution.

Vice Chair Haltinner suggested to include Sarah Dawson, Sustainability Director, in campus planning activities. She may bring useful insight with, for instance, infrastructure updates to be more energy efficient.

Faculty Secretary: Last week, Senate approved revised FSH 3120 Faculty Obligations During Period of

Appointment. There was some discussion about summer appointments not counting toward P&T. FAC was made aware of these concerns and reconsidered that point yesterday. They noticed there is a mistake: It's not for this policy to inform on what does or does not count for P&T. As approved last week, FSH 3120 is in conflict with P&T policies, which refer to the PD for P&T required material. More next week. The Vice Provost confirmed. It's a significant enough change to warrant reconsideration.

Committee Reports:

- Proposed changes to the Faculty and Staff Handbook (voting)
 - FSH 4120 Catalog Change Procedures – Erin James, Professor of English, Karen Humes, Earth and Spatial Sciences, Attach. #2.
Revisions are proposed to include “university-wide interdisciplinary committees” as bodies with authority to initiate and submit curriculum changes to UCC (in addition to units and colleges) for programs that involve multiple colleges. This is necessary for logical and proper faculty control and maintenance of curriculum for interdisciplinary programs delivered by faculty across many colleges. Faculty Senate will be the “gatekeeper” for the establishment and oversight of committees empowered by this addition to the language of FSH 4120. Because university-wide programs are relatively rare, similar requests for the creation of other interdisciplinary curriculum committees will likely be rare as well for the foreseeable future. The proposed additions have been reviewed and contributed to by the policy owner (UI Registrar).
FSH 4120 and FSH 1640.93 will be considered together.
 - FSH 1640.93 University Committee for Academic Certificates in Sustainability –Erin James, Professor of English, Karen Humes, Earth and Spatial Sciences, Attach. #3.
In September 2023, the Faculty Senate approved the creation of an Ad-Hoc University-wide Faculty Committee for the Undergraduate Academic Certificate in Sustainability. The purpose of that committee was to serve as the curriculum body for developing the initial curriculum for the university-wide certificate, including the solicitation/review of courses and submission of the proposed curriculum to UCC. The curriculum includes courses from nine colleges. Now that the certificate has been fully approved and students will be able to enroll starting in July 2024, we are requesting that a standing committee be created to maintain, review and assess the university wide undergraduate certificate. The proposed language does refer to the possibility of the standing committee creating another certificate, because there have been requests to develop a similar university-wide certificate at the graduate level.
There were no questions.
Vote: 20/21 yes; 1/21 no. Motion passes.
 - FSH 5800 Malign Foreign Talent Recruitment Programs – Kay Dee Holmes, Assistant Director for Research Integrity, Office of Research Assurances, Attach. #4.
No presenter available. No action taken. [It was discovered that Ms. Holmes was not notified that this policy was to be discussed at this meeting, nor was she sent a meeting invite. This policy will be presented at the next meeting and Ms. Holmes invited to attend.]
 - FSH 3490 General Salary Information – Brandi Terwilliger, Director of Human Resources, Attach. #5.
Per request from Payroll, they are deleting FSH 3490 and move the appropriate information to APM 55.05. Income Tax withholding and W-2 form requirements are not U of I policy.

Discussion:

There were questions about the reasons for this change. Some senators expressed concerns with the move to APM because APM is not reviewable by Faculty Senate. Motion (Mittelsteadt, Murphy): Send the policy back to HR with the request to have all relevant content in FSH rather than in APM. Vote: 17/18 yes; 1/18 no. Motion passes.

• Proposed changes to the University Catalog (voting)

- UCC 547 Doctorate in Anatomical Sciences – David Pfeiffer, Medical Education Program (WWAMI), Attach. #6.

They are developing a new school of health and medical professions which will house multiple new graduate and professional degree programs, including doctorate in clinical psychology, graduate program in gerontology, two new nursing programs, a PA program, all of which are geared towards meeting the increasing health needs across the State of Idaho. Today, we are proposing an additional program, the doctorate of Anatomical Sciences or DAS program. The focus of this program is to help meet the increasing shortage of highly trained anatomists who are qualified to teach in healthcare and health science programs within Idaho. Across the country, there's an increasing shortage of well-trained anatomists or classically trained anatomists.

Discussion:

Vice Chair Haltinner asked how all the new medical programs being developed will be staffed. David Pfeiffer replied that staffing will be accomplished partially with new hires and partially with existing faculty.

Vote: 20/20 yes. Motion passes.

- UCC 531 Child Feeding Undergraduate Academic Certificate – Trevor White, Family and Consumer Sciences, Attach. #7.

We are proposing an academic certificate called child feeding for those professionals who are currently working in fields such as childcare provider dietitians, therapists, things of that nature to give them a 13 credit kind of experience in nutrition, meal management, and child development.

Discussion:

A senator pointed out the omission of some standardized text that should be included for all certificates and proposes a friendly amendment: *At the beginning of the curricular requirements, include the language "All required coursework must be completed with a grade of 'C' or better, per regulation O-10-a."*

Vote on motion with friendly amendment: 19/19 yes. Motion passes.

• Proposed Changes to the Administrative Procedures Manual (non-voting)

- APM 50.14 Name, Social Security Number and Address Changes – Brandi Terwilliger, Director of Human Resources, Attach. #8.

Updated to reflect correct processes.

Discussion:

There was a brief exchange on consistency of capitalization everywhere.

- APM 50.08 Evaluations for Classified and Exempt Staff – Brandi Terwilliger, Director of Human Resources, Attach. #9.

Revision to provide updated terminology and procedures.

There were no questions.

- **Announcements and Communications**

- Open Discussion on Admission Standards – Jean-Marc Gauthier, Chair of Faculty Senate. Steve Shook, representing UCC, gave a short summary of the meeting of OSBE representatives with UCC and Faculty Senate. He then presented the new UCC admission criteria recommendations, approved at their last meeting the day before. The members of FSL thanked UCC members for their thorough work and thoughtful approach. One of the elements in the decision is the direct admission process, where the State sends a letter to students who meet certain performance metrics to let them know they have been admitted into a set of public universities in Idaho. Another aspect UCC discussed is how to handle the students who are presently in the Vandal Gateway pilot program in the context of new admissions standards. They were provided data on the ISAT from OSBE staff representatives. Initially, UCC did not include the ISAT as part of their considerations because they had not seen data. The final document from UCC will go out next week ready to move forward.

Steve went over the draft:

1. Students with a high school GPA of ≥ 3.0 or ISAT Math level ≥ 3 and ELA/Literacy level ≥ 3 will be directly admitted.
2. Students with a high school GPA of 2.60-2.99 will require a minimum 740 SAT Verbal + Math or 15 ACT scores:
 - The 740 SAT Verbal + Math and 15 ACT thresholds are the same as the 2019 admissions standards.
 - Students with < 740 SAT Verbal + Math or < 15 ACT (or no SAT/ACT scores) can appeal through the Admissions Committee.
3. Students with a high school GPA of 2.30-2.59 will be admitted to the Vandal Gateway Program.
4. Students with a high school GPA of < 2.30 can appeal to the Admissions Committee.

All 4 points above were voted on and unanimously approved by UCC. Students with HS GPA of 2.3 to 2.59 would be admitted to the Vandal Gateway pilot program, while students with HS GPA of 2.3 or lower would appeal to the Admissions Committee. This is a very small number of applicants. The final document from UCC will include rationale for those choices.

Discussion:

A senator noted that a student could be in both categories 1 and 2. If they have the appropriate ISAT scores, they would fall in category 1, but they could also be in category 2 if their GPA is less than 3. Steve concurred, but noted that the top standard is for direct admission only. Those students get a letter from the State Board informing them that they have been directly admitted into the University of Idaho. The Admissions office would automatically admit them. The senator remained confused and wondered whether some clarification should be included in category 2. Provost Lawrence joined the conversation. He suggested that the issue raised by the senator can be easily addressed in the redline document, by clarifying that an Idaho student who has a 3 and 3 is admitted regardless SAT score or GPA. Steve confirmed that this was the intent of UCC. A senator inquired about the 740 (total) score for the SAT. He did some research and learned that the benchmark for considering a student to be college ready is 1010, quite far from 740. Steve recalled this being discussed at UCC meetings. Eventually, they decided to use the previous standard largely because GPA is statistically a better measure of student performance than the SAT score or standardized test scores, as mentioned yesterday by State Board

representatives. The senator reiterated that the benchmark given by the college board is 480 in reading and writing, and 530 in math, while we're asking for a 740 total. That's 250 points less. Perhaps some things may be tweaked in the future, if they're not working well, especially on the retention side. Retention numbers for lower GPA suggest that low GPAs are the main concern on the retention side.

It was argued that we send to the Appeals Committee students with higher GPA than those in the 2.3 to 2.59 group without test scores that go directly to VGP, which seems unfair. The appeal process is cumbersome. At the same time, there are concerns about changing the standards for VGP, which would invalidate the pilot data.

The Provost reported that 50 to 100 students could be impacted by this "double standard." If those students were allowed to go into VGP, we track them as a separate cohort for data purposes. They would get extra support. The Provost will make sure that the VGP team is part of the conversation.

A senator suggested that UI encourages students to submit test scores, even if not required. Provost Lawrence responded that we currently do that. Submitting test scores is highly encouraged, and they are also used for placement. However, OSBE staff shared that the number of students taking the SAT is declining in the state because it's no longer required. Many of the school districts still do it. Also, the SAT contract with the State runs out in one or two years. So, we will see continued decline.

There seems to be some general agreement that, from a statistical point of view, it'd be nice to control for GPA and be able to look at test scores. It may also help to make the appeal process less cumbersome. Are those letters and essays actually useful in evaluating whether or not a student with low GPA can succeed in college? Vice Chair Haltinner displayed a plot of retention rates by GPA. For the 2.6 to 2.99 group, the retention rate 58%. Provost Lawrence noticed that it's not different from the lowest group. Vice Chair Haltinner added that GPAs of 0.0 (not included in the plot) are assigned to home schooled students and those from unaccredited schools. Those people are reviewed by the Admissions Committee, regardless.

- Dependents Benefit Task Force Update – Kristin Haltinner.

At the beginning of the fall semester, we created a task force to look at the possibility of expanding the dependent benefit at the University of Idaho. The members are Charles Tibbals, Rebecca Latshaw from staff affairs, Lyudmyla Baranyk, and me. Brief overview of UI's current policy: We have a 50% tuition rate for eligible dependents of employees – people that you can claim as dependents on your taxes. Only one dependent per household per semester can access that benefit. The benefit does not extend to eligible dependents of retired employees or deceased employees. Kristin proceeded to show data provided by HR about the use of the benefit. At most, 37% of the people who are eligible are using it. Note that this is just an estimate, because the information that can be accessed is limited.

Other universities: Washington State offers free tuition up to 6 credits, with no limit on the number of children who can access it at a time. Idaho State offers 50% tuition for dependents, only one at a time, not transferable to other institutions, like us. Boise State provides employees with free tuition for dependents under 26. The benefit can be extended to other State institutions, and only one child can use it at a time. The task force only looked at public schools because of constraints from operating within a State, and found a huge range in what different institutions were doing. Every state, except for Idaho, allows multiple dependents to access the benefit concurrently. Arizona State University provides this benefit to eligible dependents of people who are retired (after serving at least 5 years) or have passed. The task force wishes to pursue the extension of the dependent tuition benefit to allow multiple dependents to access it

concurrently. We also want to include retirees with eligible dependents and the families of deceased employees. We have no way of knowing with certainty how much this would cost. We are scheduled to talk to President Green about this next week. Once we figure out what we need to do to make this happen, we hope to bring a formal proposal to Faculty Senate to consider based on feedback from President Green. We welcome your feedback.

Discussion:

There was some discussion on the definition of “retiree.” Diane Whitney placed the relevant FSH article in the chat, FSH 3730 C.

There were some questions about the process. The task force tried to assess what other universities are doing. We worked with Brian Foisy, and we are meeting with President Green to make sure this is even possible. From there, we'll work out details and then come to Faculty Senate. It will not be this year.

New Business:

- A senator conveyed a message from a constituent. He is very concerned with the way that we're messaging FSH changes. After a UFM, there is a communication listing the approved policies, but people are not able to actually go see a redline of what those changes are. So they have to do it on their own, and it's a very difficult process for people who aren't on Faculty Senate to understand what changes were approved on an ongoing basis. So his request was simply whether we could get come up with a better process for messaging all the changes that happen every year.

Secretary: The UFM binder contains all the redlines and supporting material. The “Policy Reports” sent out by the Secretary are a notification of approved or disapproved policies, with links to the corresponding item in the binder. The binder is available to all.

A senator inquired about APM vs. FSH. Who decides what ends up in one or the other? think Response: Diane Whitney met with FSL in November to talk about this exact issue. We have a folder in teams that has a list of every policy owner. The goal is for us to go through every single policy and think about who else, besides the current owner of that policy, needs to be involved in changes to that policy. It is a lengthy and complicated process. Part of it is to look at what other institutions are doing. This is a huge project that next year Senate really needs to dive into as a priority. Shared governance is about making sure that people who need to be involved in decisions are involved in those decisions. This doesn't solve the broader issue raised by the senator, but we have started the process toward more transparency.

Diane Whitney: We've discussed this at length with leadership. Despite what you might think from the name, FSH doesn't only apply to faculty and staff. We have chapters in there that do deal with some administrative matters, and also an entire chapter dealing with student issues, and despite the name of the APM, it has always contained policies and procedures. The difference is that APM contains items that only pertain to the administrative units of the University, like facilities, auxiliary services, public safety and security, etc. and FSH is kind of a mismatch, because we do have the whole employment Chapter 3, that has a lot of HR policies in there. How the decision was made to put those in the FSH is lost to history. Currently, when something fits in with the FSH, that's where it goes, and if it's an administrative unit item that already exists in the APM, that's where it goes. I can assure you I have never been part of a conversation where there was an attempt to hide something in the APM opposed to the FSH. All FSH and APM items have always come to Senate and they are always presented for a review. Under the existing Policy on Policies FSH 1460, only FSH items go to Faculty Senate for vote.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 5:01pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

| Committee | Employee Type | Committee Designation | Last name | First Name | Last Yr. of Term | College |
|------------------------------|------------------------|-----------------------|--------------|-------------|------------------|---------|
| Academic Hearing Board | Faculty | | Hansen | Keith | 2025-26 | DOS |
| Academic Hearing Board | Faculty | | Engle-Newman | Christopher | 2025-26 | LAW |
| Academic Hearing Board | Faculty/Administrator | Administrator | Soule | Terry | 2024-25 | COE |
| Academic Hearing Board | Faculty | | Turpin | Zachary | 2026-27 | CLASS |
| Academic Hearing Board | Faculty | | Liang | Xi | 2025-26 | CALS |
| Academic Petitions Committee | Faculty/Associate Dean | | Harley | Grant | 2024-25 | COS |
| Academic Petitions Committee | Faculty/Associate Dean | Associate Dean | Craig | Traci | 2024-25 | CLASS |
| Academic Petitions Committee | Faculty | | Baggs | Belle | 2026-27 | EHHS |
| Academic Petitions Committee | Registrar or Designee | w/o vote | Brown | Lindsey | N/A | |

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| Academic Petitions Committee | Faculty/CTC | | Kitzrow | Martha | 2025-26 | DOS |
| Academic Petitions Committee | Faculty | | Abdel-Rahim | Ahmed | 2025-26 | COE |
| Academic Petitions Committee | Faculty/Alternate/Associate Dean | Alternate - Committee Appoints | | | 2026-27 | |
| Academic Petitions Committee | Faculty/Alternate/Associate Dean | Alternate - Committee Appoints | | | 2026-27 | |
| Academic Petitions Committee | Faculty/Alternate | Alternate - Committee Appoints | | | 2026-27 | |
| Academic Petitions Committee | Faculty/Alternate | Alternate - Committee Appoints | Attebury | Ramirose | 2024-25 | LIB |
| Academic Petitions Committee | Faculty/Alternate/CTC | Alternate - Committee Appoints | | | 2026-27 | |
| Administrative Hearing Board | Faculty | | Thorne | Deborah | 2026-27 | CLASS |
| Administrative Hearing Board | Registrar or Designee | Ex Officio | Hubbard | Dwaine | N/A | |
| Administrative Hearing Board | Student Accounts Manager or Designee | Ex Officio | Wambeke | Connie | N/A | |

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| Administrative Hearing Board | Faculty | | Bernards | Matthew | 2024-25 | COE |
| Administrative Hearing Board | Staff | | Severson | Jess | 2026-27 | |
| Administrative Hearing Board | Student | ASUI to fill | | | 2024-25 | ASUI |
| Administrative Hearing Board | Faculty/Law | | Adams | Mark | 2024-25 | LAW |
| Administrative Hearing Board | Faculty | | Gordon | Stefan | 2025-26 | CLASS |
| Admissions Committee | Director Counseling & Testing Center or Designee | | Lambeth | Gregory | N/A | DOS |
| Admissions Committee | Director of Admissions or Designee | w/o vote | Goodwin | Melissa | N/A | SEM |
| Admissions Committee | Faculty | | Scheef | Andrew | 2025-26 | EHHS |
| Admissions Committee | Faculty | | Fox-Amato | Matt | 2024-25 | CLASS |
| Admissions Committee | Faculty | | Hong | Zonglie | 2025-26 | CALS |

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| Admissions Committee | Faculty | | Omodt | Kelly | 2025-26 | LIB |
| Admissions Committee | Faculty | | Manker | Gretchen | 2024-25 | CALS |
| Admissions Committee | Faculty/American Language & Culture Program (ALCP) | | Hussein | Ibtesam | 2025-26 | CLASS |
| Admissions Committee | Faculty/Alternate | Alternate Appt by Chair | Haltinner | Kristin | | CLASS |
| Admissions Committee | Faculty/Alternate | Alternate Appt by Chair | Gilbert | Laurel | | CLASS |
| Admissions Committee | Faculty/Alternate | Alternate Appt by Chair | | | | |
| Admissions Committee | Faculty/Alternate | Alternate Appt by Chair | Levan | Krissi | | CLASS |
| Admissions Committee | Faculty/Alternate | Alternate Appt by Chair | Li | Feng | | COE |
| Admissions Committee | Professional Advisor | | Wnek | Zachary | N/A | |
| Admissions Committee | Student Support Services designee | w/o vote | Fausto | Mercedes | N/A | |

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| Admissions Committee | Student Support Programs (optional) | w/o vote | Mai | Nhu | N/A | & Testing Center |
| Admissions Committee | Office of Multicultural Affaris | w/o vote | Martinez | Jesse | 2024-25 | |
| Admissions Committee | Ubuntu Chair or Designee | *Awaiting Chair Appointment* | | | 2024-25 | |
| Americans with Disabilities Act Advisory Committee | Center for Disability Access and Resources or Designee | | Voss | Cory | N/A | DOS |
| Americans with Disabilities Act Advisory Committee | Director Counseling & Testing or Designee | | Mushlitz | Ally | N/A | DOS |
| Americans with Disabilities Act Advisory Committee | Director of the OCRI or Designee | | Wernz | Jackie | N/A | |
| Americans with Disabilities Act Advisory Committee | Staff | Staff Council Assigns | Feldman | Amber | 2024-25 | |
| Americans with Disabilities Act Advisory Committee | Faculty/Library | | Stone | Julia | 2024-25 | LIB |
| Americans with Disabilities Act Advisory Committee | OIT Director or Designee | | English | Tom | N/A | |
| Americans with Disabilities Act Advisory Committee | Faculty/Disability experience knowledge | Boise | Rumel | John | 2025-26 | LAW |

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| Americans with Disabilities Act Advisory Committee | Student/Graduate | GSPA to fill | | | 2024-25 | |
| Americans with Disabilities Act Advisory Committee | Faculty | | Eichner | Katrina | 2024-25 | CLASS |
| Americans with Disabilities Act Advisory Committee | Director of Housing and Residence Life | | Kerr | Julie | N/A | Housing and Residence Life |
| Americans with Disabilities Act Advisory Committee | Staff | Staff Council Assigns | Bass | Kaity | 2024-25 | General Accounting |
| Americans with Disabilities Act Advisory Committee | Public Safety & Security or Designee | w/o vote | Lovell | Bruce | N/A | |
| Americans with Disabilities Act Advisory Committee | Center on Disabilities and Human Development | w/o vote | Kramer | Krista | N/A | Center on Disabilities and Human Development (CDHD) |
| Americans with Disabilities Act Advisory Committee | Facilities Director or Designee | | Pankopf | Ray | N/A | |
| Americans with Disabilities Act Advisory Committee | Parking & Transportation Services | w/o vote | Schwartz | Nik | N/A | |
| Americans with Disabilities Act Advisory Committee | Executive Director for Human Resources or Designee | | Schumaker | Robin | N/A | |
| Americans with Disabilities Act Advisory Committee | General Counsel Representative | w/o vote | Rytter | Kim | N/A | |

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| Americans with Disabilities Act Advisory Committee | Student/Undergraduate | ASUI to fill | | | 2024-25 | ASUI |
| Borah Foundation Committee | Faculty | | Darragh | Janine | 2025-26 | EHHS |
| Borah Foundation Committee | Associate Director of the Martin Institute | w/o vote | Afatchao | Kodjotse | N/A | CLASS |
| Borah Foundation Committee | Faculty | | Vierling | Lee | 2024-25 | CNR |
| Borah Foundation Committee | Faculty | | Scarnecchia | Dennis | 2025-26 | CNR |
| Borah Foundation Committee | Student | ASUI to fill | | | 2024-25 | ASUI |
| Borah Foundation Committee | Student | ASUI to fill | | | 2024-25 | ASUI |
| Borah Foundation Committee | Faculty | | Conlon Khan | Lori | 2024-25 | CLASS |
| Borah Foundation Committee | Student | ASUI to fill | | | 2024-25 | ASUI |
| Borah Foundation Committee | Faculty | | Krishna | Bal | 2025-26 | CLASS |

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| Borah Foundation Committee | Staff | Staff Council Assigns | Carrel | Shelby | 2025-26 | |
| Borah Foundation Committee | Staff | Staff Council Assigns | Hull | Emily | 2025-26 | |
| Borah Foundation Committee | Student | ASUI to fill | Weber | Ella | 2024-25 | ASUI |
| Borah Foundation Committee | Faculty | | Nelson | Andrew | 2025-26 | CNR |
| University Budget & Finance Committee | Budget Office Representative | Ex Officio/Non-voting | Mahoney | Trina | N/A | |
| University Budget & Finance Committee | Faculty/At-Large | | Kersting-Lark | Dulce | 2025-26 | LIB |
| University Budget & Finance Committee | Faculty/CAA | | Johnson | Aaron | 2026-27 | CAA |
| University Budget & Finance Committee | Faculty/CALS | | Becker | Hydee | 2026-27 | CALS |
| University Budget & Finance Committee | Faculty/CBE | Chair 2024-5 | Groza | Mya | 2025-26 | CBE |
| University Budget & Finance Committee | Faculty/CEHHS | | Kim | Juhee | 2025-26 | EHHS |

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| University Budget & Finance Committee | Faculty/CLASS | | Lange | Michelle | 2025-26 | CLASS |
| University Budget & Finance Committee | Faculty/CNR | | Latta | Greg | 2025-26 | CNR |
| University Budget & Finance Committee | Faculty/COS | | Ridenhour | Benjamin | 2025-26 | COS |
| University Budget & Finance Committee | Faculty/ENGR | | Li | Feng | 2025-26 | ENGR |
| University Budget & Finance Committee | Faculty/LAW | | Gerwick Couture | Wendy | 2026-27 | LAW |
| University Budget & Finance Committee | Faculty/Senate Member | *Awaiting Senate Appointments* | | | 2024-25 | |
| University Budget & Finance Committee | Provost & Executive Vice President | Ex Officio/Non-voting | Lawrence | Torrey | N/A | |
| University Budget & Finance Committee | Staff/Academic Affairs | Staff Council Assigns | Buchert | Charity | 2024-25 | CALS |
| University Budget & Finance Committee | Staff/Advancement | Staff Council Assigns | Doering | Zachary | 2025-26 | Advancement |
| University Budget & Finance Committee | Staff/Finance & Administration | Staff Council Assigns | Richards | Kenwyn | 2025-26 | |

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| University Budget & Finance Committee | Staff/ITS | Staff Council Assigns | Amos | Teresa | 2024-25 | |
| University Budget & Finance Committee | Staff/ORED | | Franklin | Chelsea | 2025-26 | ORED |
| University Budget & Finance Committee | Student/ASUI | ASUI to fill | | | 2024-25 | ASUI |
| University Budget & Finance Committee | Student/Graduate/GPSA | GSPA to fill | | | 2024-25 | LAW |
| University Budget & Finance Committee | Student/Law/SBA | SBA to fill | | | 2024-25 | LAW |
| University Budget & Finance Committee | Vice President for Finance and Administration or Designee | Ex Officio/Non-voting | Foisy | Brian | N/A | |
| Campus Planning Advisory Committee | Faculty | | Pyo | TH | 2024-25 | CBE |
| Campus Planning Advisory Committee | Student | ASUI to fill | | | 2024-25 | |
| Campus Planning Advisory Committee | Vice President for Information Technology (CIO) | | Ewart | Daniel | N/A | |
| Campus Planning Advisory Committee | Vice President for Finance and Administration or Designee | | Salisbury | Kim | N/A | |

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|---|---|--------------------------------|------------|----------|---------|-------|
| Campus Planning Advisory Committee | Assistant Vice President for Facilities | | Vineyard | Rusty | N/A | |
| Campus Planning Advisory Committee | Faculty Senate | *Awaiting Senate Appointments* | | | 2024-25 | |
| Campus Planning Advisory Committee | Faculty Senate | *Awaiting Senate Appointments* | | | 2024-25 | |
| Campus Planning Advisory Committee | Faculty | | Perret | Robert | 2024-25 | LIB |
| Campus Planning Advisory Committee | Faculty | | Fehrenkamp | Bethaney | 2025-26 | WWAMI |
| Campus Planning Advisory Committee | Coordinator for CDAR or designee | | Voss | Cory | N/A | |
| Campus Planning Advisory Committee | Staff | | Matson | Eric | 2024-25 | |
| Campus Planning Advisory Committee | Faculty | | Kennedy | Brian | 2025-26 | CNR |
| Commencement Committee | Faculty | | Kenyon | Jylisa | 2025-26 | LIB |
| Commencement Committee | Registrar | | Brown | Lindsey | N/A | |

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| Commencement Committee | Faculty | | Wilson | Miranda | 2025-26 | CLASS |
| Commencement Committee | Faculty | | Park | Young | 2025-26 | CBE |
| Commencement Committee | Faculty | | Barannyk | Lyudmyla | 2024-25 | COS |
| Commencement Committee | Faculty | | Moritz | Cleave | 2026-27 | CLASS |
| Commencement Committee | Honors Student | ASUI to fill | | | | |
| Committee on Committees | Vice Chair/Fac Senate | *Awaiting Senate Elections* | | | 2024-25 | |
| Committee on Committees | Staff Council Elections Chair | Staff Council Assigns | | | 2026-27 | |
| Committee on Committees | Student/ASUI President or Designee | ASUI to fill | | | 2024-25 | |
| Committee on Committees | Faculty | | Seamon | Richard | 2026-27 | LAW |
| Committee on Committees | Faculty | | Chen | Linda | 2026-27 | CBE |

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| Committee on Committees | Faculty | | Meeuf | Russell | 2024-25 | CLASS |
| Committee on Committees | Faculty | | Campbell | Sarah | 2024-25 | CLASS |
| Committee on Committees | Faculty Secretary | w/o vote | Sammarruca | Francesca | N/A | COS |
| Committee on Committees | Faculty | | Blaine | Anna | 2024-25 | LAW |
| Committee on Committees | Faculty | | Lee | Katherine | 2025-26 | CALS |
| Dismissal Hearings Committee | Faculty | | Powell | Madison | 2026-27 | CALS |
| Dismissal Hearings Committee | Faculty/Administrator/Alternate | | Butterfield | Sean | 2026-27 | CLASS |
| Dismissal Hearings Committee | Faculty | | Spear | Rhett | 2024-25 | CALS |
| Dismissal Hearings Committee | Faculty/Alternate | | Johnson | Jason | 2026-27 | CLASS |
| Dismissal Hearings Committee | Faculty/Alternate | | Zhao | Meng | 2025-26 | COS |

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| Dismissal Hearings Committee | Faculty/Administrator/Alternate | | Hollingshead | Aleksandra | 2024-25 | EHHS |
| Dismissal Hearings Committee | Faculty/Alternate | | Brehm | Matthew | 2025-26 | CAA |
| Dismissal Hearings Committee | Faculty/Alternate | | Ay | Suat | 2025-26 | COE |
| Dismissal Hearings Committee | Faculty/Administrator | | Strand | Eva | 2025-26 | CNR |
| Dismissal Hearings Committee | Faculty/Alternate | | Dublin | Merritt | 2024-25 | LAW |
| Dismissal Hearings Committee | Faculty | | Devezer | Berna | 2026-27 | CBE |
| Dismissal Hearings Committee | Faculty | | Albertson | Doug | 2024-25 | CBE |
| Dismissal Hearings Committee | Faculty/Alternate | | Ball | Katherine | 2024-25 | LAW |
| Dismissal Hearings Committee | Faculty/Alternate | | Loiacono | Catherine | 2026-27 | EHHS |
| Instructional Space Committee | Registrar or Designee | Chair | Unzicker | Ted | N/A | Office of the Registrar |

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| Instructional Space Committee | Faculty | | Prather | Timothy | 2024-25 | CALS |
| Instructional Space Committee | Facilities | Facilities Assigns | | | N/A | |
| Instructional Space Committee | Center for Excellence Teaching & Learning Representative | | Habib | Douglas | N/A | |
| Instructional Space Committee | Student/ASUI Representative | ASUI to fill | | | 2024-25 | ASUI |
| Instructional Space Committee | Purchasing Representative | | McIlroy | Julia | N/A | |
| Instructional Space Committee | Registrar Office Representative | | Miller | Tammy | N/A | |
| Instructional Space Committee | Faculty | | Locke | Kenneth | 2024-25 | CLASS |
| Instructional Space Committee | Director of General Education | Ex Officio/Non-voting | Panttaja | Dean | N/A | |
| Instructional Space Committee | Faculty | | Kitchel | Allen | 2024-25 | EHHS |
| Instructional Space Committee | Student/ASUI Representative | ASUI to fill | | | 2024-25 | ASUI |

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| Instructional Space Committee | Information Technology Representative | | Schmidt | Ken | N/A | ITS |
| Instructional Space Committee | Facilities | | Vineyard | Rusty | N/A | |
| Faculty and Staff Policy Group | Staff | Staff Council Assigns | Keim | Elissa | 2026-27 | |
| Faculty and Staff Policy Group | Faculty | | Perrigue | Anne | 2025-26 | CLASS |
| Faculty and Staff Policy Group | Staff | Staff Council Assigns | Amos | Teresa | 2025-26 | |
| Faculty and Staff Policy Group | Faculty Secretary | Ex Officio | Sammarruca | Francesca | N/A | COS |
| Faculty and Staff Policy Group | Faculty/Senate Member | *Awaiting Senate Appointments* | | | 2024-25 | |
| Faculty and Staff Policy Group | Policy Coordinator or Designee | Ex Officio | Whitney | Diane | N/A | |
| Faculty and Staff Policy Group | Faculty | | Nelson | Sarah | 2024-25 | CLASS |
| Faculty and Staff Policy Group | Staff/Council Member | Staff Council Assigns | Jameson | Arlette | 2024-25 | Human Resources |

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| Faculty Affairs Committee | Faculty | | Murphy | Tim | 2026-27 | LAW |
| Faculty Affairs Committee | Faculty | | McGriff | Michael | 2026-27 | CLASS |
| Faculty Affairs Committee | Faculty | | Chapman | Erin | 2026-27 | CALS |
| Faculty Affairs Committee | Faculty | | Pennick | Chelsea | 2027-28 | CNR |
| Faculty Affairs Committee | Vice Provost for Faculty | Ex Officio/Non-voting | Kelly-Riley | Diane | N/A | |
| Faculty Affairs Committee | Faculty | | Hormel | Leontina | 2025-26 | CLASS |
| Faculty Affairs Committee | Faculty/Department Chair | | Holyoke | Laura | 2027-28 | EHHS |
| Faculty Affairs Committee | Faculty | | Robertson | Dakota | 2025-26 | COE |
| Faculty Affairs Committee | Faculty Secretary | Ex Officio/Non-voting | Sammarruca | Francesca | N/A | COS |
| Faculty Affairs Committee | Faculty | | Gunder | Jessica | 2024-25 | LAW |

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| Faculty Affairs Committee | Faculty | | Blevins | Kathryn | 2024-25 | CLASS |
| Faculty Appeals Hearing Board | Faculty | Chair | Kerr | Ashley | 2025-26 | CLASS |
| Faculty Appeals Hearing Board | Faculty | | Wulfhorst | JD | 2025-26 | CNR |
| Faculty Appeals Hearing Board | Faculty | | Skinner | Kate | 2025-26 | CLASS |
| Faculty Appeals Hearing Board | Faculty | | Maas | Alex | 2024-25 | CALS |
| Faculty Appeals Hearing Board | Faculty | Coeur d'Alene | Stauffer | Larry | 2025-26 | COE |
| Faculty Appeals Hearing Board | Faculty/Alternate | | Overton | Michael | 2025-26 | CLASS |
| Faculty Appeals Hearing Board | Faculty/Alternate | | Schwarzlaender | Mark | 2026-27 | CALS |
| Faculty Appeals Hearing Board | Faculty/Alternate | | Pimentel | David | 2025-26 | LAW |
| Faculty Appeals Hearing Board | Faculty/Alternate | | Schab | Aaron | 2025-26 | CLASS |

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| Faculty Appeals Hearing Board | Faculty/Off Campus/Alternate | Boise | Walsh | Olga | 2024-25 | CALS |
| Faculty Appeals Hearing Board | Faculty/Off Campus/Alternate | Boise | Qiang | You | 2026-27 | COS |
| Faculty Appeals Hearing Board | Faculty/Off Campus/Alternate | Idaho Falls | Roberson | Dakota | 2025-26 | COE |
| Faculty Appeals Hearing Board | Faculty/Department Chair | | Goebel | Charles | 2026-27 | CNR |
| Faculty Appeals Hearing Board | Faculty/Department Chair/Alternate | | Scruggs | Philip | 2025-26 | EHHS |
| Faculty Appeals Hearing Board | Faculty/Department Chair/Alternate | | Butterfield | Sean | 2025-26 | CLASS |
| Arts Committee | Faculty | | Yumna | Kurdi | 2026-27 | CAA |
| Arts Committee | Moscow Arts Commission Art Director or Designee | Ex Officio/Non-voting | Cherry | Megan | N/A | |
| Arts Committee | Faculty | | Garrison | Leonard | 2025-26 | CLASS |
| Arts Committee | Administrator/Designated by the President | Ex Officio/Non-voting | | | N/A | |

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| Arts Committee | Administrator/Designated by the President | Ex Officio/Non-voting | | | N/A | |
| Arts Committee | Administrator in the Arts | Ex Officio/Non-voting | Corry | Shauna | N/A | CAA |
| Arts Committee | Staff | | Espinoza-Aguilar | Norma | 2025-26 | |
| Arts Committee | Faculty | | Smith | Rochelle | 2025-26 | LIB |
| Arts Committee | Student/ASUI Fine Arts Committee when possible | ASUI to fill | | | 2024-25 | ASUI |
| Arts Committee | Facilities Management | Ex Officio/Non-voting | Pankopf | Raymond M. | N/A | |
| Arts Committee | Faculty | | Klement | David | 2024-25 | CLASS |
| Arts Committee | Faculty | | McCleary | Lauren | 2025-26 | CAA |
| Arts Committee | Student | ASUI to fill | | | 2024-25 | ASUI |
| Arts Committee | UI Foundation or Designee | Ex Officio/Non-voting | Linduist | Shawna | N/A | UI Foundation |

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| Arts Committee | Library Special Collections | Ex Officio/Non-voting | Kersting-Lark | Dulce | N/A | Library Special Collections |
| Grievance Committee for Student Employees | Student | ASUI to fill | | | 2024-25 | ASUI |
| Grievance Committee for Student Employees | Staff/Council Member | Staff Council Assigns | Noble | Tami | 2024-25 | |
| Grievance Committee for Student Employees | Student | ASUI to fill | | | 2024-25 | ASUI |
| Grievance Committee for Student Employees | Faculty/Senate Member | *Awaiting Senate Appointments* | | | 2024-25 | |
| Grievance Committee for Student Employees | Student | ASUI to fill | | | 2024-25 | ASUI |
| Honors Program Committee | Director of University Honors Program | w/o vote | Reineke | Sandra | N/A | |
| Honors Program Committee | Faculty | | Zajchowski | Chris | 2025-26 | CNR |
| Honors Program Committee | Faculty | | Trujillo-Barrera | Andres | 2024-25 | CALS |
| Honors Program Committee | Faculty | | Aston | D. Eric | 2024-25 | COE |

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|---|---|-----------------------|-------------------|----------|---------|-----------------------------------|
| Honors Program Committee | Faculty | | Thompson-Franklin | Samantha | 2025-26 | LIB |
| Honors Program Committee | Faculty | | Frost | Keith | 2026-27 | CALS |
| Honors Program Committee | Faculty | | McDunn | Benjamin | 2025-26 | CLASS |
| Honors Program Committee | Academic Dean (annual appointment) | | McMurtry | Jerry | 2024-25 | COGS |
| Honors Program Committee | Program Coordinator of University Honors Program | Secretary - w/o Vote | Tkach | Mary | N/A | |
| Honors Program Committee | President of Honors Student Advisory Board or Designee | | | | 2024-25 | |
| Information Technology Committee | Faculty | Fort Hall Reservation | Gunn | Danielle | 2025-26 | CALS |
| Information Technology Committee | Vice President for Research or Designee | | Ehlert | Blair | N/A | OSP |
| Information Technology Committee | Registrar or Designee | w/o vote | Miller | Tammy | N/A | |
| Information Technology Committee | Vice President for Finance and Administration or Designee | w/o vote | Milleson | Jake | N/A | Contracts and Purchasing Services |

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| Information Technology Committee | Vice Provost for Digital Learning or Designee | w/o vote | Udas | Ken | N/A | Provost's Area |
| Information Technology Committee | Vice President for Information Technology or Designee | w/o vote | Amos | Teresa | N/A | |
| Information Technology Committee | Director of CETL or Designee | | Quallen | Sean | N/A | |
| Information Technology Committee | Faculty | | Barnes | Jason | 2025-26 | COS |
| Information Technology Committee | Faculty | | Woolley | Darryl | 2025-26 | CBE |
| Information Technology Committee | Faculty | | Zadehgo | Ata | 2025-26 | COE |
| Information Technology Committee | Faculty | | Shih | Ting-Yen | 2024-25 | COS |
| Information Technology Committee | Faculty/Library | | Prorak | Diane | 2025-26 | LIB |
| Information Technology Committee | Faculty/Off Campus | Idaho Falls | Vakanski | Alex | 2024-25 | COE |
| Information Technology Committee | Student Computing Advisory Committee or Designee | ASUI to fill | | | | |

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|---------------|--|-----------------------|-----------------|------------|---------|-------|
| Ubuntu | Student Affairs Representatives | Ex Officio/Non-voting | Ropski | Beth | 2024-25 | DOS |
| Ubuntu | Director CDAR or Designee | | Gash | Katelyn | 2026-27 | |
| Ubuntu | Director of International Programs or Designee | | Kestle | Mimi | 2026-27 | |
| Ubuntu | Equity, Diversity and Inclusion Appointee | | Rodriguez | Denessy | 2025-26 | |
| Ubuntu | Faculty | Canyon County | Howard | Tasha | 2025-26 | CALS |
| Ubuntu | Faculty | | Cieslik-Miskmen | Caitlin | 2026-27 | CLASS |
| Ubuntu | Faculty | | Hollingshead | Aleksandra | 2024-25 | CEHHS |
| Ubuntu | Faculty | | Ritcher | Jamaica | 2025-26 | CLASS |
| Ubuntu | Human Resources Representative | Ex Officio/Non-voting | Terwilliger | Brandi | N/A | |
| Ubuntu | Director of OCRI | Ex Officio/Non-voting | Wernz | Jackie | N/A | |

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|----------------------------------|--|-----------------------|-------------------|---------|---------|------------|
| Ubuntu | Staff | Staff Council Assigns | Armitage | Kali | 2024-25 | |
| Ubuntu | Staff/Council Member | Staff Council Assigns | Gutierrez-Aguirre | David | 2024-25 | Facilities |
| Ubuntu | ASUI Director of Diversity Affairs or Designee | ASUI to fill | | | 2024-25 | ASUI |
| Ubuntu | Student/Graduate | GPSA to fill | | | 2024-25 | |
| Ubuntu | Student/Undergraduate | ASUI to fill | | | 2024-25 | ASUI |
| Library Affairs Committee | Faculty/Library | | Seiferle-Valencia | Marco | 2024-25 | LIB |
| Library Affairs Committee | Faculty/Humanities | | Klement | David | 2025-26 | CLASS |
| Library Affairs Committee | Student/Undergraduate | ASUI to fill | | | 2024-25 | ASUI |
| Library Affairs Committee | Dean Library Services | w/o vote | Hunter | Ben | N/A | LIB |
| Library Affairs Committee | Faculty/Sciences | | Hedman | Matthew | 2024-25 | COS |

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|------------------------------------|--|--------------|----------------|----------|---------|-------|
| Library Affairs Committee | Faculty | Kimberly | Olsen Nelson | Nora | 2025-26 | CALS |
| Library Affairs Committee | Faculty/CLASS | | Grindal | Matt | 2024-25 | CLASS |
| Library Affairs Committee | Student/Graduate | GPSA to fill | | | 2024-25 | |
| Officer Education Committee | Faculty | | Awwad-Rafferty | Rula | 2025-26 | CAA |
| Officer Education Committee | Head of Aerospace Studies (WSU) | | Jeffers | Nickolas | N/A | |
| Officer Education Committee | Faculty | | Smith | Bill | 2026-27 | CLASS |
| Officer Education Committee | Vice Provost for Academic Affairs or or Designee | Ex Officio | Kelly-Riley | Diane | N/A | |
| Officer Education Committee | Head of Naval Science | | Lockard | Price | N/A | |
| Officer Education Committee | Faculty | | Bauscher | Rich | 2024-25 | EHHS |
| Officer Education Committee | Head of Military Science | | Warren | Ross | N/A | |

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| Officer Education Committee | Student | ASUI to fill | | | 2024-25 | ASUI |
| Officer Education Committee | Student/ROTC | ASUI to fill | | | 2024-25 | |
| Parking Committee | Staff | Staff Council Assigns | Smith | Randy | 2025-26 | Facilities |
| Parking Committee | Staff | Staff Council Assigns | Bogar | Ashley | 2024-25 | |
| Parking Committee | Parking Coordinator | w/o vote | Schwartz | Nikolas | N/A | |
| Parking Committee | Staff | Staff Council Assigns | Gorham | Claire | 2026-27 | Academic Advising |
| Parking Committee | Student | ASUI to fill | | | 2024-25 | ASUI |
| Parking Committee | Student | ASUI to fill | | | 2024-25 | ASUI |
| Parking Committee | Faculty | | Ekins | James | 2024-25 | CALS |
| Parking Committee | Faculty | | McBrayer | Markie | 2024-25 | CLASS |

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|--|--|-----------------------|--------------|---------|---------|-----------|
| Parking Committee | Faculty | | Ruble | Alex | 2026-27 | CLASS |
| Sabbatical Leave Evaluation Committee | Faculty/Natural Science | | Powell | Madison | 2025-26 | CALS |
| Sabbatical Leave Evaluation Committee | Faculty | | Hickman | Dan | 2025-26 | CBE |
| Sabbatical Leave Evaluation Committee | Faculty | | Vella | Chantal | 2024-25 | EHHS |
| Sabbatical Leave Evaluation Committee | Vice Provost of Academic Affairs or Designee | w/o vote | Kelly-Riley | Diane | N/A | |
| Sabbatical Leave Evaluation Committee | Faculty/Humanities | | Rodriguez | Javier | 2026-27 | CLASS |
| Sabbatical Leave Evaluation Committee | Faculty/Social Sciences | | Smentkowski | Brian | 2026-27 | CLASS |
| Safety and Loss-Control Committee | Asstistant VP of Facilities or Designee | | Vineyard | Rusty | N/A | |
| Safety and Loss-Control Committee | Commander, Moscow Police Department | Ex Officio/Non-voting | Berrett | Tyson | N/A | |
| Safety and Loss-Control Committee | Director of Environmental Health & Safety | Ex Officio/Non-voting | Abd El-Fatah | Samir | N/A | Radiation |

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| Safety and Loss-Control Committee | Director of Student Health Services or Designee | *Position currently vacant* | | | N/A | Student Affairs |
| Safety and Loss-Control Committee | Director of University Residences or Designee | | Ray | Corey | N/A | University Housing |
| Safety and Loss-Control Committee | Event Support Services | | Sheffler | KC | N/A | Admin & Business Ops |
| Safety and Loss-Control Committee | Faculty/CAA | | Lew | Roger | 2024-25 | CAA |
| Safety and Loss-Control Committee | Faculty/CALS | | Lynch | Laurel | 2025-26 | CALS |
| Safety and Loss-Control Committee | Faculty/CBE | | Stone | Robert | 2026-27 | CBE |
| Safety and Loss-Control Committee | Faculty/CEHHS | | Pomerantz | Kirsten | 2024-25 | EHHS |
| Safety and Loss-Control Committee | Faculty/CLASS | | Cohen | Rajal | 2025-26 | CLASS |
| Safety and Loss-Control Committee | Faculty/CNR | | Cal | Lili | 2024-25 | CNR |
| Safety and Loss-Control Committee | Faculty/COS | | Hernandez Vargas | Esteban Abelardo | 2025-26 | COS |

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| Safety and Loss-Control Committee | Faculty/ENGR | | Mirkouei | Amin | 2024-25 | ENG |
| Safety and Loss-Control Committee | Faculty/LAW | | Murphy | Tim | 2024-25 | LAW |
| Safety and Loss-Control Committee | Faculty/Library | | Weymouth | Andrew | 2026-27 | Library |
| Safety and Loss-Control Committee | OIT Represetative | | Hall | Cass | N/A | |
| Safety and Loss-Control Committee | Occupational Safety Specialist | Ex Officio/Non-voting | Ewart | Char | N/A | |
| Safety and Loss-Control Committee | Research & Economic Development | | Cavolo | Bryon | N/A | OSP |
| Safety and Loss-Control Committee | Risk Manager or Designee | | Spink | Nancy | N/A | |
| Safety and Loss-Control Committee | Senior Human Resources Executive or Designee | | Lindquist | Steven | N/A | |
| Safety and Loss-Control Committee | Staff Council Representative | Staff Council Assigns | Barber | Matthew | 2024-25 | Military & Veterans' Services |
| Safety and Loss-Control Committee | Student/Graduate | GPSA to fill | | | 2024-25 | |

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| Safety and Loss-Control Committee | Student/Undergraduate | ASUI to fill | | | 2024-25 | ASUI |
| Scientific Misconduct Committee | Faculty/Tenured | | Prather | Tim | 2025-26 | CALS |
| Scientific Misconduct Committee | Faculty/Tenured | | Kobziar | Leda | 2024-25 | CNR |
| Scientific Misconduct Committee | Faculty/Tenured | | Kinder | Cindy | 2026-27 | |
| Scientific Misconduct Committee | Faculty/Tenured | | Waits | Lisette | 2024-25 | CNR |
| Scientific Misconduct Committee | Faculty/Tenured | | Luckhart | Shirley | 2026-27 | CALS |
| Scientific Misconduct Committee | Faculty/Tenured | | Tohaneanu | Stefan | 2024-25 | COS |
| Scientific Misconduct Committee | Faculty/Tenured - Alternate | | Boris Tarre | Marta | 2025-26 | CLASS |
| Scientific Misconduct Committee | Faculty/Tenured - Alternate | | | Wilder | Michael | 2024-25 |
| Scientific Misconduct Committee | Faculty/Tenured - Alternate | | Borrelli | R.A. | 2025-26 | COE (Idaho Falls) |

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| University Staff Compensation Committee | Vice President for Finance and Administration or Designee | Ex Officio/Non-voting | Salisbury | Kim | N/A | |
| University Staff Compensation Committee | Senior Executive of Human Resources | Ex Officio/Non-voting | Terwilliger | Brandi | N/A | |
| University Staff Compensation Committee | Staff/Off-Campus | Staff Council Assigns - CDA | St. John | Tammy | 2026-27 | COE |
| University Staff Compensation Committee | Staff/Off-Campus | Staff Council Assigns - Boise | Owens | Jason | 2024-25 | |
| University Staff Compensation Committee | Staff | Staff Council Assigns | Taff | Heather | 2026-27 | |
| University Staff Compensation Committee | Staff/Staff Council | Staff Council Assigns | Mattoon | Michele | 2024-25 | |
| University Staff Compensation Committee | Staff | Staff Council Assigns | Anderson | Eric | 2024-25 | |
| University Staff Compensation Committee | Staff | Staff Council Assigns | Brown | Lindsey | 2025-26 | Registrar's Office |
| University Staff Compensation Committee | Staff | Staff Council Assigns | Bunney | Cretia | 2025-26 | Payroll Services |
| University Staff Compensation Committee | Staff | Staff Council Assigns | White | Trevor | 2026-27 | CALS |

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| University Staff Compensation Committee | Staff | Staff Council Assigns | Osborne | Kimberly | 2025-26 | CAA |
| Student Conduct Board | Faculty | | Heimgartner | Candi | 2025-26 | COS |
| Student Conduct Board | Staff | | Hofmaister | Emma | 2026-27 | DOS |
| Student Conduct Board | Student/Graduate | GPSA to fill | | | 2024-25 | |
| Student Conduct Board | Faculty | | Bailey | Josh | 2024-25 | CEHHS |
| Student Conduct Board | Staff | | Tomlin | Erin | 2025-26 | LAW |
| Student Conduct Board | Student | ASUI to fill | | | 2024-25 | |
| Student Conduct Board | Faculty | | Moreno | Perri | 2025-26 | LIB |
| Student Conduct Board | Faculty | | Kim | Juhee | 2024-25 | EHHS |
| Student Conduct Board | Student | ASUI to fill | | | 2024-25 | ASUI |

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|------------------------------|---------|-----------------------|---------|-------------|---------|----------------------------|
| Student Conduct Board | Staff | | Exline | Annie | 2024-25 | UCM |
| Student Conduct Board | Faculty | | Martin | Todd | 2025-26 | CBE |
| Student Conduct Board | Staff | | Cook | Christopher | 2025-26 | Admissions & Campus Visits |
| Student Conduct Board | Student | ASUI to fill | | | 2024-25 | ASUI |
| Student Conduct Board | Student | ASUI to fill | | | 2024-25 | ASUI |
| Student Conduct Board | Faculty | | Sweet | Dawn | 2026-27 | CLASS |
| Student Conduct Board | Faculty | | Smith | Kasee | 2025-26 | CALS |
| Student Conduct Board | Staff | Staff Council Assigns | Asplund | Stacy | 2026-27 | Development |
| Student Conduct Board | Staff | Staff Council Assigns | Jameson | Arlette | 2024-25 | Human Resources |
| Student Conduct Board | Staff | Staff Council Assigns | Goodwin | Jen | 2026-27 | Career Services |

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| Student Conduct Board | Student/Law | SBA to fill | | | 2024-25 | |
| Student Conduct Board | Student | ASUI to fill | | | 2024-25 | ASUI |
| Student Financial Aid Committee | Faculty | Boise | Billing | Carol | 2025-26 | EHHS |
| Student Financial Aid Committee | Staff Designated by Director of Student Financial Aid | | Arevalos | Evelina | N/A | |
| Student Financial Aid Committee | Director of Student Financial Aid | w/o vote | Croyle | Randi | N/A | |
| Student Financial Aid Committee | Faculty | | Becker | Hydee | 2025-26 | CALS |
| Student Financial Aid Committee | Student | ASUI to fill | | | 2024-25 | ASUI |
| Student Financial Aid Committee | Faculty | | Sarathchandra | Dilshani | 2026-27 | CTC |
| Student Financial Aid Committee | Faculty | | Pula | Kacy | 2024-25 | CLASS |
| Student Financial Aid Committee | Student | ASUI to fill | | | 2024-25 | ASUI |

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|--|--|---------------------------------|------------|---------|---------|------------------|
| Student Financial Aid Committee | Student Support Staff Representative | w/o vote | Damron | Cori | N/A | Dean of Students |
| Student Financial Aid Committee | Faculty | Idaho Falls | Mirkouei | Amin | 2024-25 | COE |
| University Teaching Committee | Faculty | | Halverson | Rachel | 2026-27 | CLASS |
| University Teaching Committee | Faculty | | Strickland | Michael | 2025-26 | CALS |
| University Teaching Committee | Faculty | | Miller | Brant | 2025-26 | EHHS |
| University Teaching Committee | Faculty | | Drake | Tom | 2024-25 | CLASS |
| University Teaching Committee | Associate Dean | *Torrey seeking volunteers* | | | 2026-27 | |
| University Teaching Committee | Institutional Effectiveness and Accreditation Representative | w/o vote | Mahuron | Sara | N/A | |
| University Teaching Committee | Director of General Education | *Role Vacant/Hiring in Process* | | | N/A | |
| University Teaching Committee | Director of CETL or Designee | w/o vote | Smentowski | Brian | N/A | |

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| University Teaching Committee | Student/Graduate or Undergraduate | ASUI/GPSA to fill | | | 2024-25 | |
| University Teaching Committee | Faculty | | Edgar | Don | 2026-27 | CALS |
| University Teaching Committee | Faculty | | Launchbaugh | Karen | 2026-27 | CNR |
| University Advising Committee | Faculty | | Swenson | Matthew | 2025-26 | COE |
| University Advising Committee | Executive Director of Student Success Initiatives or Designee | | Lebeau | Jennifer | N/A | |
| University Advising Committee | Academic Advisor | | Weso | Keniahkiw (Kay Kay) | 2024-25 | |
| University Advising Committee | Associate Dean | | Strand | Eva | 2026-27 | |
| University Advising Committee | Faculty | | Kittell | Ellen | 2025-26 | CLASS |
| University Advising Committee | Faculty | | Vella | Chantal | 2025-26 | EHHS |
| University Advising Committee | Faculty | Boise | Vos | Jaap | 2025-26 | CNR |

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| University Advising Committee | Faculty | | McDunn | Benjamin | 2026-27 | CLASS |
| University Advising Committee | Student/Undergraduate | ASUI to fill | | | 2024-25 | ASUI |
| University Advising Committee | Student/Undergraduate | ASUI to fill | | | 2024-25 | ASUI |
| University Advising Committee | University Advising Services Director | | Bertlin | Shawna | 2025-26 | |
| University Committee for General Education | Asst. Director of Institutional Research and Assess. or Designee | w/o vote | | | N/A | |
| University Committee for General Education | CLASS Dean or Designee | w/o vote | Quinlan | Sean | N/A | CLASS |
| University Committee for General Education | COS Dean or Designee | w/o vote | Nielsen | Mark | N/A | COS |
| University Committee for General Education | Director of Academic Advising or Designee | w/o vote | Bertlin | Shawna | N/A | |
| University Committee for General Education | Director of General Education | w/o vote | Panttaja | Dean | N/A | |
| University Committee for General Education | Faculty/CAA | | McCleary | Lauren | 2025-27 | CAA |

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| University Committee for General Education | Faculty/CALS | | Glaze | Benton | 2025-26 | CALS |
| University Committee for General Education | Faculty/CBE | | Stuen | Eric | 2024-25 | CBE |
| University Committee for General Education | Faculty/CEHHS | | Dixon | Raymond | 2024-25 | EHHS |
| University Committee for General Education | Faculty/CNR | *Awaiting recommendation of college Dean* | | | 2026-27 | |
| University Committee for General Education | Faculty/ENGR | | Moberly | James | 2024-25 | ENGR |
| University Committee for General Education | Faculty/Library | | Rodrigues | Tyler | 2024-25 | LIB |
| University Committee for General Education | Faculty/SBOE GEM - Humanistic & Artistic | | Volem | Margot | 2025-26 | CLASS |
| University Committee for General Education | Faculty/SBOE GEM - Humanistic & Artistic | | Slater | Christine | 2026-27 | CLASS |
| University Committee for General Education | Faculty/SBOE GEM - Mathematical | | Boester | Tim | 2025-26 | COS |
| University Committee for General Education | Faculty/SBOE GEM - Mathematical | | Welhan | Manuel | 2024-25 | COS |

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|---|--|------------------------------------|--------------|-----------|---------|-------|
| University Committee for General Education | Faculty/SBOE GEM - Oral Comm. | | Carter | Diane | 2024-25 | CLASS |
| University Committee for General Education | Faculty/SBOE GEM - Oral Comm. | | Folwell | Annette | 2024-25 | CLASS |
| University Committee for General Education | Faculty/SBOE GEM - Scientific | | Heinse | Robert | 2024-25 | COS |
| University Committee for General Education | Faculty/SBOE GEM - Scientific | | Cross | Jeff | 2025-26 | COS |
| University Committee for General Education | Faculty/SBOE GEM - Social & Behavioral | | Kolpan | Katharine | 2025-26 | CLASS |
| University Committee for General Education | Faculty/SBOE GEM - Social & Behavioral | | Thorsteinson | Todd | 2024-25 | CLASS |
| University Committee for General Education | Faculty/SBOE GEM - Written Comm. | *Seeking help from Tara MacDonald* | | | 2026-27 | CLASS |
| University Committee for General Education | Faculty/SBOE GEM - Written Comm. | | Oswald | Oscar | 2024-25 | CLASS |
| University Committee for General Education | Registrar or Designee | w/o vote | Frost | Rebecca | N/A | |
| University Committee for General Education | Student/Undergraduate | ASUI to fill | | | 2024-25 | ASUI |

| | | | | | | |
|--|---|---|-----------------|---------|---------|-------|
| University Committee for General Education | Student/Undergraduate | ASUI to fill | | | 2024-25 | ASUI |
| University Assessment and Accreditation Committee | Associate Director of Assessment and Accreditation | ex officio/Non-voting (*Role Vacant/Hiring in Process*) | | | -- | |
| University Assessment and Accreditation Committee | Office of Equity, Diversity, and Inclusion Representative | ex officio/Non-voting | Anthony-Stevens | Vanessa | N/A | CEHHS |
| University Assessment and Accreditation Committee | Faculty/CAA | | Sonnichsen | Mike | 2024-25 | CAA |
| University Assessment and Accreditation Committee | Faculty/CALS | | Hamilton | Melissa | 2026-27 | |
| University Assessment and Accreditation Committee | Faculty/CBE | | Sisodiya | Sanjay | 2025-26 | |
| University Assessment and Accreditation Committee | Faculty/CLASS | | Johnson | Robin | 2025-26 | CLASS |
| University Assessment and Accreditation Committee | Faculty/CNR | *Awaiting recommendation of college Dean* | | | 2026-27 | CNR |
| University Assessment and Accreditation Committee | Faculty/COS | | Ytreberg | Marty | 2025-26 | COS |
| University Assessment and Accreditation Committee | Faculty/EHHS | | Raney | Taylor | 2024-25 | EHHS |

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|--|--|--|------------|-----------|---------|-----------------------|
| University Assessment and Accreditation Committee | Faculty/Engineering | | Raja | Krishnan | 2026-27 | ENGR |
| University Assessment and Accreditation Committee | Faculty/Graduate Studies | | Soria | Krista | 2026-27 | EHHS |
| University Assessment and Accreditation Committee | Faculty/Law | | Wellman | Karen | 2026-27 | |
| University Assessment and Accreditation Committee | Faculty/Library | | Kenyon | Jeremy | 2026-27 | LIB |
| University Assessment and Accreditation Committee | Recorder, Office of Assessment and Accreditation | ex officio/Non-voting (*This position doesn't exist - needs FSH revision*) | | | N/A | |
| University Assessment and Accreditation Committee | Strategic Enrollment Managemnt Representative | ex officio/Non-voting | McMullin | Kristen | N/A | SEM/Academic Advising |
| University Assessment and Accreditation Committee | Student Affairs Representative | ex officio/Non-voting - Blaine to Appoint | | | N/A | |
| University Assessment and Accreditation Committee | Vice Provost of Academic Initiatives or Designee | ex officio/Non-voting | Gorzelsky | Gwen | N/A | Provost Office |
| University Curriculum Committee | Director of General Education | w/o vote (*Role currently vacant - awaiting new hire*) | | | N/A | |
| University Curriculum Committee | Faculty Secretary or Designee | w/o vote | Sammarruca | Francesca | N/A | COS |

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|--|------------------|---|------------|---------|---------|-------|
| University Curriculum Committee | Faculty/At-Large | | Phillips | Derrick | 2025-26 | |
| University Curriculum Committee | Faculty/CAA | | Isenberger | Stacy | 2026-27 | CAA |
| University Curriculum Committee | Faculty/CALS | | Doumit | Stacey | 2024-25 | CALS |
| University Curriculum Committee | Faculty/CBE | *Awaiting recommendation of college Dean* (Sabbatical sub for Magdy) | | | 2025-26 | |
| University Curriculum Committee | Faculty/CEHHS | | Paul | Dave | 2024-25 | EHHS |
| University Curriculum Committee | Faculty/CLASS | | James | Erin | 2024-25 | CLASS |
| University Curriculum Committee | Faculty/CNR | | Shook | Steven | 2024-25 | CNR |
| University Curriculum Committee | Faculty/COS | | Buzbas | Erkan | 2025-26 | COS |
| University Curriculum Committee | Faculty/ENGR | *Awaiting recommendation of college Dean* | | | 2026-27 | ENGR |
| University Curriculum Committee | Faculty/LAW | Alternate for Jerry Long | Adams | Mark | 2024-25 | LAW |

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|---|---|--------------|-----------|---------|---------|---------------------|
| University Curriculum Committee | Faculty/Library | | Lee | Norman | 2026-27 | LIB |
| University Curriculum Committee | Registrar or Designee | w/o vote | Brown | Lindsey | N/A | |
| University Curriculum Committee | Student/Graduate | GPSA to fill | | | 2024-25 | |
| University Curriculum Committee | Student/Undergraduate/Upper Division | ASUI to fill | | | 2024-25 | ASUI |
| University Curriculum Committee | Student/Undergraduate/Upper Division | ASUI to fill | | | 2024-25 | ASUI |
| University Curriculum Committee | Vice Provost Academic Initiatives or Designee | w/o vote | Gorzelsky | Gwen | N/A | Provost Office |
| University Security & Compliance Committee | Executive Director Public Safety & Security | Chair | Espey | Lee | N/A | Safety |
| University Security & Compliance Committee | Title IX Coordinator | | Lindquist | Art | N/A | OCRI |
| University Security & Compliance Committee | Faculty | | Callister | David | 2025-26 | CALS (Butte County) |
| University Security & Compliance Committee | Moscow Police Department Representative | | Berrett | Tyson | N/A | |

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|---|---------------------------------------|--------------------------|---------------------|---------|---------|--------------------|
| University Security & Compliance Committee | General Counsel Representative | w/o vote | Rytter | Kim | N/A | |
| University Security & Compliance Committee | EHS Safety Specialist | | Daniels | Kelvin | N/A | |
| University Security & Compliance Committee | Dean of Students | | Eckles | Blaine | N/A | Dean of Students |
| University Security & Compliance Committee | Faculty | | Kitchel | Allen | 2025-26 | EHHS |
| University Security & Compliance Committee | Student/Undergraduate | ASUI to fill | | | 2024-25 | ASUI |
| University Security & Compliance Committee | Faculty/Staff Off-site Representative | Kimberly | de Almeida Teixeira | Gustavo | 2024-25 | CALS (Kimberly) |
| University Security & Compliance Committee | Staff/Staff Council | Staff Affairs to Appoint | Stanton | Mark | 2024-25 | Auxiliary Services |
| University Security & Compliance Committee | Student/Undergraduate | ASUI to fill | | | 2024-25 | ASUI |
| University Security & Compliance Committee | Student/Graduate | GPSA to fill | | | 2024-25 | |
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MEMORANDUM

TO: Jean-Marc Gauthier, Chair, Faculty Senate
 Kristin Haltinner, Vice Chair, Faculty Senate

FROM: Torrey Lawrence, Provost and Executive Vice President
 Diane Kelly-Riley, Vice Provost for Faculty

DATE: April 12, 2024

SUBJECT: Items for Faculty Senate

Please see the below table with the faculty members who were approved for a sabbatical in the 2025-26 Academic Year.

| NAME | COLLEGE | DEPARTMENT | SABBATICAL TERM |
|------------------|--|--------------------------|------------------------|
| Rachel Halverson | College of Letters, Arts and Social Sciences | School of Global Studies | Fall 2025 |
| Casey Johnson | College of Letters, Arts and Social Sciences | Politics & Philosophy | AY 2025-26 |
| Tracey Johnson | College of Natural Resources | Fish & Wildlife Sciences | Spring 2026 |
| Samuel Newton | College of Law | N/A | AY 2025-26 |
| Alexandra Teague | College of Letters, Arts and Social Sciences | English | AY 2025-26 |
| Lisette Waits | College of Natural Resources | Fish & Wildlife Sciences | AY 2025-26 |



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 5800 MALIGN FOREIGN TALENT RECRUITMENT PROGRAMS**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator: Kay Dee Holmes, Assistant Director Research Integrity

Policy Sponsor, if different from Originator: Chris Nomura, VPRED

Reviewed by General Counsel Yes No Name & Date: Manisha Wilson 3/26/2024

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.

Department of Defense policies require universities to have a written policy in place regarding malign foreign talent recruitment programs in order to receive DOD funding.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

Unclear although not likely to have a fiscal impact. The policy requires research security training for individuals on federally funded R&D awards. Training is available for free on the NSF website or through a paid license to CITI Program. ORED is looking into the possibility of incorporating the free training on the NSF website into an internal system.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it. FSH 6240 and FSH 5600

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy. This policy needs to be effective by July 1, 2024 because the DOD requires universities to have a policy in place by August 8, 2024. Starting August 8, 2024, DOD is prohibited from providing funding or making an award to a university that does not have a policy addressing malign foreign talent recruitment programs. NSF will start implementing the disclosures required under this policy in May 2024. NSF does not require a written policy like DOD but the NSF requirements have been incorporated into this policy.

FSH 5800

Malign Foreign Talent Recruitment Programs

A. Purpose. This policy implements the requirements stated in 42 U.S.C. § 19231 and provides notice that Covered Individuals participating in a Malign Foreign Talent Recruitment Program are prohibited from involvement in certain federally funded awards. This policy reaffirms that a University employee may be required to disclose that employee's involvement in a Foreign Talent Recruitment Program or Malign Foreign Talent Recruitment Program under FSH 6240 or FSH 5600.

B. Scope. This policy applies to University employees that are Covered Individuals.

C. Definitions.

C-1. "Covered Individual" means:

1. A principal investigator and other senior/key personnel seeking or receiving federal research and development funding; or
2. an individual who (a) contributes in a substantive, meaningful way to the scientific development or execution of a research and development project proposed to be carried out with a research and development award from a federal research agency; and (b) is designated as a covered individual by the federal research agency concerned; or
3. an individual on a proposal or award funded in whole or in part by the Department of Defense who (a) contributes significantly to the design or execution of a fundamental research project, and (b) is considered essential to the successful performance of the fundamental research project.

C-2. "Foreign Government-sponsored Talent Recruitment Program" or "FGTRP" means an effort organized, managed, or funded by a foreign government, or a foreign government instrumentality or entity, to recruit science and technology professionals or students (regardless of citizenship or national origin, or whether having a full-time or part-time position). See section H for a list of activities that are not a FGTRP.

- a. Some FGTRPs operate with the intent to import or otherwise acquire from abroad, sometimes through illicit means, proprietary technology or software, unpublished data and methods, and intellectual property to further the military modernization goals or economic goals of a foreign government.
- b. Many, but not all, programs aim to incentivize the targeted individual to relocate physically to the foreign state for the above purpose. Some programs allow for or encourage continued employment at United States research facilities or receipt of federal research funds while concurrently working at or receiving compensation from a foreign institution, and some direct participants not to disclose their participation to United States entities.
- c. Compensation could take many forms including cash, research funding, complimentary foreign travel, honorific titles, career advancement opportunities, promised future

compensation, or other types of remuneration or consideration, including in-kind compensation.

C-3. “Malign Foreign Talent Recruitment Program” or “MFTRP” means any program, position, or activity that includes one or more of the following:

- a. engaging in the unauthorized transfer of intellectual property, materials, data products, or other nonpublic information
- b. recruitment of trainees or researchers to enroll in such program, position, or activity
- c. establishing a laboratory or entity in violation of the standard terms and conditions of a Federal research award
- d. accepting a faculty position, or undertaking any other employment or appointment in violation of the standard terms and conditions of a Federal research award
- e. being unable to terminate the foreign talent recruitment program contract or agreement except in extraordinary circumstances
- f. being limited in the capacity to carry out a Federal research award
- g. requirement to engage in work that overlaps or duplicates a federal research award
- h. requirement to apply for and successfully receive funding from the sponsoring foreign government’s funding agencies with the sponsoring foreign organization as the recipient
- i. requirement to omit acknowledgment of the US home institution and/or the federal funding agency
- j. requirement not to disclose participation of such individual in such program, position, or activity
- k. having a conflict of interest or conflict of commitment contrary to Federal research award

and is sponsored by one of the following:

- a. a foreign country of concern or entity based in a foreign country of concern as defined in [42 USC §19237](#)(2) and (3)
- b. an academic institution on [the list developed](#) under 1286(c)(8) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019
- c. a foreign talent recruitment program on [the list developed](#) under 1286(c)(9) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019.

D. Policy

D-1. Prohibited activity. A Covered Individual is prohibited from participating in a MFTRP.

D-2. Certification required in a proposal and annually by covered individuals. A University employee who is a Covered Individual on a proposal shall certify in the proposal that they are not party to a MFTRP. Covered Individuals shall certify annually for the duration of a qualifying award that they are not party to a MFTRP.

E. Consequences for false certifications. False certifications or representations under this policy by a Covered Individual may result in discipline according to University policy or prosecution and liability pursuant to, but not limited to, 18 USC §§ 287, 1001, 1031, and 31 USC §§ 3729-3799 and 38002.

F. Research security training requirement.

F-1. Training before proposal submission. A Covered Individual submitting a proposal for a fundamental research project from the Department of Defense or a research and development project from another federal agency is required to have complete research security training within one year of the proposal due date. The proposal may not be submitted unless the research security training has been completed.

F-2. Refresher training. A Covered Individual may need to repeat research security training if required by the federal funding agency.

G. Disclosures by non-Covered Individuals

G-1. Disclosures required by all University employees. All University employees must disclose their participation in a FGTRP or MFTRP to the University as required by FSH 6240. Disclosures shall be reviewed and managed as stated in FSH 6240.

G-2. Disclosures required by investigators as defined in FSH 5600. In addition to G-1, a University employee who is an “Investigator,” as defined in FSH 5600, must disclose their participation in a FGTRP or MFTRP. Disclosures shall be reviewed and managed as stated in FSH 5600.

H. Activities that are not FTRP

H-1. The following international collaboration activities do not constitute a FGTP as long as the activity is not funded, organized or managed by an academic institution or foreign talent recruitment program on [the list developed](#) under 1286(c) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019.

a. Scholarly presentations and publishing written materials regarding scientific information not otherwise controlled under current law;

b. Participating in international conferences or other international exchanges, research projects, or programs that involve open and reciprocal exchange of scientific information, and which are aimed at advancing international scientific understanding and not otherwise controlled under current law;

c. Advising a foreign student enrolled at an institution of higher education or writing a recommendation for such a student, at student’s request; and

d. Engaging in the following international activities:

1. Activities that are partly sponsored or otherwise supported by the United States such as serving as a government appointee to the board of a joint scientific fund (e.g., the U.S.-Israel Binational Industrial Research and Development Foundation); providing advice to or otherwise participating in international technical organizations, multilateral scientific organizations, and standards setting bodies

(e.g., the International Telecommunications Union, Intergovernmental Panel on Climate Change, etc.); participating in a Fulbright Commission program funded in whole or in part by a host country government; or other routine international scientific exchanges and interactions such as providing invited lectures or participating in international peer review panels.

2. Involvement in national or international academies or professional societies that produce publications in the open scientific literature that are not in conflict with the interests of the federal research agency (e.g., membership in the Pontifical Academy of Sciences or The Royal Society).
3. Taking a sabbatical, serving as a visiting scholar, or engaging in continuing education activities such as receiving a doctorate or professional certification at an institution of higher education (e.g., the University of Oxford, McGill University) that are not in conflict with interests of the federal research agency.
4. Receiving awards for research and development which serve to enhance the prestige of the federal research agency (e.g., the Nobel Prize).
5. Other international activities determined appropriate by the federal research agency head or designee.

I. Contact Information

I-1. Contact the Office of General Counsel with questions about disclosures made by university employees under FSH 6240.

I-2. Contact the Research Conflict of Interest Coordinator at uifcoi@uidaho.edu with questions about disclosures required by Investigators under FHS 6500.

I-3. Contact the Undue Foreign Influence Coordinator at ored-export@uidaho.edu with questions about disclosures required by Covered Individuals.

J. Related Policies

- FSH 3170 – University Ethics
- FSH 5600 – Financial Disclosures
- FSH 6240 – Conflicts of Interest or Commitment



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 3120 FACULTY OBLIGATIONS DURING PERIOD OF APPOINTMENT**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Alistair Smith, FAC chair

Policy sponsor, if different from originator: Torrey Lawrence, Provost

Reviewed by General Counsel: x__Yes __No Name & Date: Karl Klein, 3/29/24

Comprehensive review? __xYes __No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
Section D-2 revised to clarify work and pay schedule for academic year appointments. Sections D-4 expanded and revised to clarify summer session obligations of faculty with academic year appointments.
2. **Fiscal Impact:** What fiscal impact, if any, will this change have?
AY faculty working on non-teaching duties during summer session are eligible to receive a contract for the outside-of-contract period if the work exceeds .125 FTE in a pay period. Additional responsibilities and assignments of a more permanent nature may be considered justification for adjustment of the employee’s contracted salary or responsibilities during the academic year, rather than justification for supplemental compensation.
3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
This is part of a group of policy revisions being proposed to align with the new deferred pay scheme for faculty. The other policies are FSH 3420 Faculty Salaries and FSH 4620 Academic Calendars.
4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

3120

FACULTY OBLIGATIONS DURING PERIOD OF APPOINTMENT

LAST REVISION: 2020

CONTENTS:

A. ~~A.~~ Purpose

B. Scope

C. Periods of Appointment

D. ~~B. D.~~ Service Obligation

A. PURPOSE. This policy sets forth the obligations of faculty during their periods of appointment.

B. SCOPE. This policy applies to all faculty at the University of Idaho.

CA. PERIODS OF APPOINTMENT. Professional academic personnel are regularly appointed for service either (1) during the academic year (in this context, the "academic year" encompasses the nine full months ending the day after the close of the spring semester) or (2) for the fiscal year beginning on July 1. Faculty salaries are detailed in FSH 3420.

DB. SERVICE OBLIGATION:

DB-1. Service and ~~Faculty-faculty Workloads~~workloads. Assignments of duties to academic personnel are made by college deans (FSH 1420 D) and departmental administrators (FSH 1420 E) in such a way that the schedule of course offerings will permit each student to complete his or hertheir curriculum in the time prescribed in the catalog and so that the research and service functions of the college and department can be carried out. Full-time appointments assume full-time service, but faculty members may engage in outside consulting as provided in FSH 3260.

DB-2. Academic-~~Year-year a~~Appointments (see FSH 3710 B-1.-c). Academic-year appointees are liable for duty assignments and are accountable for their service to UI throughout the nine-month period specified in A. This period normally begins before the official opening of the fall semester and before the date that is set by the appointee's dean for mandatory return to on-campus duty. These employees may, alternatively, be permitted to account for service during some mutually agreed different, but equivalent, period (i.e., to engage in research, prepare for classes, advise students, participate in new-student orientation, or perform similar academic functions). The work period for academic year appointments falls within 19.5 bi-weekly pay periods and faculty with this type of appointment will be compensated over 20 bi-weekly pay periods.

DB-3. Fiscal-~~Year-year a~~Appointments (see FSH 3710 B-1.-b). Fiscal-year appointees are obligated to perform services for UI throughout the year. Taking eligibility for vacation leave into account, this amounts to approximately 11 months of service each year.

DB-4. Summer ~~s~~Session ~~Appointments~~obligations for faculty with academic year appointments:

a. In general. Summer and other off-contract activities are not required for University of Idaho faculty. With or without additional compensation, agreeing to perform any duties outside of the normal academic calendar is entirely optional and at the discretion of each individual faculty. Faculty should consult with their associated advisory committees on efforts related to expectations under FSH 3500 but are not required to use off-contract time to meet those expectations. Regardless of whether a summer appointment exists, academic year faculty retain access to essential University services such as email, access to their respective offices, and, where applicable, access to research facilities, outside the normal academic calendar.

b. Changes in academic policy and procedure. Administrators should, if possible, avoid using the time outside of

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

Section 3120: Faculty Obligations During Period of Appointment

July 2000

the contract term for academic-year faculty to engage in decision making processes that significantly affect faculty and in which academic-year faculty would normally participate if the processes occurred during the academic year. Administrators should use forethought and sensitivity in asking faculty to devote any time outside of their contract terms for institutional outreach and service, whether compensated or not. They should be especially mindful of actual or perceived imbalances of power between them and faculty members arising from the latter's degree of job security, time at the University, tenure or non-tenure status, or belonging to any group protected by the University's anti-discrimination policies.

ca. Summer session **teaching obligations for academic year** appointments

1.

Summer session teaching appointments. Full-time summer appointments generally call for a basic teaching load of six or seven credits during eight weeks of service. These summer appointments are entirely optional. If the basic teaching load is less than six credits or requires less than eight weeks of service, the summer salary may be prorated accordingly. In addition to the basic teaching load of six or seven credits, faculty load may be increased by the assignment of students registered for research and thesis, directed study, etc. ~~Furthermore, faculty members on summer appointment are expected to perform other routine duties, such as student advising and committee work.~~

2.

-**Selection of summer session teaching faculty.** The selection of faculty members to teach during summer session is based on program needs. In some cases it may be desirable to appoint ~~visiting temporary~~ faculty instead of resident faculty members.

3. -Timeline for summer session teaching appointments. Summer appointments are made as soon as practicable following final development of the summer program. This generally means that a faculty member may be approached by the departmental administrator or dean as early as the preceding September to ascertain ~~his or her~~ the faculty member's interest in teaching during the following summer session. The plan for the summer program is generally completed by February 1, and recommendations for summer appointments are normally submitted to the president in March or April.

d. Summer session **non-teaching appointments for academic-year faculty**

1. Faculty working on non-teaching duties such as unit, college, or university committee assignments, recruitment initiatives, outreach, extension, administration, sponsored projects, etc., are eligible to receive a contract for the outside-of-contract period if the work is above .125 FTE in a pay period.

2. Additional responsibilities and assignments of a more permanent nature may be considered justification for adjustment of the employee's contracted salary or responsibilities during the academic year, rather than justification for supplemental compensation.

Version History

Amended 2020. Moved 3240 Section A: Faculty Workloads, which was already cross-referenced with 3120 B, to that

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

Section 3120: Faculty Obligations During Period of Appointment

July 2000

section, which also necessitated some renumbering within that section.

Amended January 2012. Editorial changes.

Amended July 2002. Section C was removed with approval of new language in 3480.

Amended July 2000. Editorial changes.

Adopted July 1979.



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 1640.36 DISMISSAL HEARING COMMITTEE**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Originator: Kristin Haltinner, Chair Committee on Committees

Policy Sponsor, if different from Originator: Torrey Lawrence, Provost

Reviewed by General Counsel ___ Yes ___x___ No Name & Date:

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.

The committee members requested that the Committee on Committees add language so that people serving on the committee are aware of the potential for summer meetings. This notification is a standard practice with/on other committees.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1640: Committee Directory

1640.36

DISMISSAL HEARINGS COMMITTEES

A. FUNCTION. This committee will conduct a hearing at the request of a faculty member who has been terminated to determine whether their termination was properly based on the grounds stated (see FSH 3910 D-3 and 3920 D.)

B. STRUCTURE AND MEMBERSHIP: The DHC is composed of four faculty members and one administrator at the departmental level or above, six faculty members and three administrators as alternates. Committee members, including alternates, are chosen on the basis of their objectivity and competence and the high regard in which they are held in the UI community. In appointing members the Committee on Committees should attempt to reflect the diversity of the UI faculty. Due to the possibility a case may be appealed to the Faculty Appeals Hearing Board care should be taken in appointing members to both Faculty Appeals Hearing Board and Dismissal Hearings Committee. The term of membership is three years. This committee meets during the summer.

C. SELECTION: The faculty member requesting a hearing has the right to substitute up to two members appointed with two others from the alternate list. The provost also has the right to substitute two members appointed with two others from the alternate list. If as a result of substitutions and conflicts of interest there are an insufficient number of faculty members or administrators on the alternate list, the Committee on Committees will be asked to appoint more members to the alternate list as needed. Once the panel for an individual hearing has been determined, it will meet at the direction of the chair of the Dismissal Hearings Committee and elect its own panel chair. In selecting a chair, a tenured faculty member will receive priority.

C-1. Panel Chair's Role: Once a panel chair has been selected, he/she will request a meeting with the Faculty Secretary at their earliest opportunity to discuss and review process. The panel chair may request assistance from the Faculty Secretary, Ombuds or General Counsel's office throughout the hearing.

C-2. Observers: Both parties may have an advisor or counsel at the hearing.



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **FSH 3490 GENERAL SALARY INFORMATION**

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using "track changes."

Policy originator: Brandi Terwilliger

Policy sponsor, if different from originator: Brian Foisy

Reviewed by General Counsel: Yes No Name & Date: Karl Klein, 12/7/23

Comprehensive review? Yes No

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.
Nonpolicy information removed.
- 2. Fiscal Impact:** What fiscal impact, if any, will this change have?
None.
- 3. Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
APM 55.05
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

3490 - General Salary Information

Owner:

- **Name:** Brandi Terwilliger
- **Position:** Director of Human Resources
- **Email:** brandit@uidaho.edu

Last updated: July 01, 2009

A. SALARY INFORMATION IS PUBLIC. The salaries of UI employees are public information and that information may be obtained through the University Library (Department of Special Collections and Archives).

B. DISTRIBUTION OF PAYCHECKS.

B-1. Effective August 1, 2000, newly hired employees will need to designate a bank of their choice to which they authorize direct deposit of their paycheck. Information on procedures is provided at ~~New Employee Orientation and also in the Administrative Procedures Manual~~ [55.05](#).

B-2. Paychecks for employees hired before August 1, 2000 will ~~continue to be~~ **mailed available at the cashier's window in Business Systems and Accounting Services on the day Thursday before** the last working day of each biweekly payroll period following the period in which the payroll was earned (i.e. two weeks after the end of the pay period during which the payroll was earned.) If the last day of a payroll period is a holiday, checks will ~~be mailed the day before the pay day. be available on the next working day.~~

C. INCOME TAX WITHHOLDING. In accordance with federal and state laws, income tax is withheld from the salaries and wages of UI employees. Each employee is responsible for filing a W-4 online in Vandalweb.n exemption certificate at Human Resources.

D. W2 forms Statements of withholdings for income tax (W-2) are available about the third week in January; those for salaried ~~on campus employees~~ are sent to departments for distribution, and temporary help employees and off campus employees ~~will be mailed to the W2 address in the Banner system. pick theirs up at the cashier's window in Business Systems and Accounting Services.~~ When leaving the employ of UI, employees should furnish the Payroll Office the address to which the W-2 form is to be mailed.

Commented [B1]: Not a UI Policy, but a federal requirement

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] XX Addition Revision* Deletion* Emergency
Minor Amendment

Chapter & Title: FSH3480 Compensation for Service in Addition to Regular Duties

Administrative Procedures Manual [APM] Addition Revision* Deletion* Emergency
Minor Amendment

Chapter & Title: _____

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Comprehensive Review Was Conducted

Originator(s):

Brandi Terwilliger 4/11/2023
Name Date

Telephone & Email:

885-3008 brandit@uidaho.edu

Policy Sponsor: (If different than originator.)

Brian Foisy _____
Name Date

Telephone & Email:

885-7590 brianfoisy@uidaho.edu

Reviewed by General Counsel Yes No Name & Date: Kim Rytter on 4/10/23

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual. a. **Minor clarification edits.** Confirmed changes with Provost Office. b. FAC also made suggested revisions (in brown text).

II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
None

II. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: _____

Policy Coordinator
Appr. & Date:

[Office Use Only]

APM
F&A Appr.: _____
[Office Use Only]

FSH
Appr. _____
FC _____
GFM _____
Pres./Prov. _____
[Office Use Only]

Track # _____
Date Rec.: _____
Posted: t-sheet _____
h/c _____
web _____
Register: _____
(Office Use Only)

3480 - Compensation for Service in Addition to Regular Duties

Last updated: ~~July 01, 2021~~

A. The president or designee may request a UI exempt employee or faculty member to perform responsibilities or provide services beyond the scope of ~~his or her~~ the employee's primary appointment. The president or designee can authorize payments in addition to regular salary and these payments must be reported to the regents in a semi-annual report. See [RGP II.C.4.](#), [RGP II.F.2.](#), [RGP II.G.2.](#) Deans and other administrative officers are responsible for ensuring that required approvals have been granted for employees receiving additional compensation for service that is not part of the employee's position description. See FSH 3120 for faculty obligations during periods of appointment and summer session.

B. ~~For faculty the~~ The following activities are considered additional duties subject to this policy:

~~B-1. Employees T~~ eaching during the intersession between fall and spring semesters.

~~B-2. Employee p~~ Participation in short-term programs, such as symposiums and conferences, sponsored by UI colleges or departments.

~~B-23. Employees T~~ eaching continuing-education courses or for grading correspondence-study courses when such activities are not a part of their regularly assigned responsibilities. No combination of continuing-education or other teaching overloads is to impose a total requirement on the employee's time that is greater than about one additional day a week (exclusive of periods of vacation leave or legal holidays).

~~B-34.~~ Services to UI that are clearly beyond the employee's assigned duties and are not performed on days for which the employee is paid for regular duties. Such services are subject to the limitations on private consulting stated in FSH [3260](#). In addition, prior approval by the employee's departmental administrator must include a certification that:

- a. ~~T~~ he work to be performed is an overload,
- b. ~~W~~ ork schedules cannot be rearranged to include the work in the employee's regular duties, and
- c. ~~N~~ o other qualified UI personnel are available to do the work as a part of their regular duties.

See FSH 3440 for policies regarding compensation for classified staff performing service in addition to regular duties.

Version History

Amended July 2021. Editorial changes.

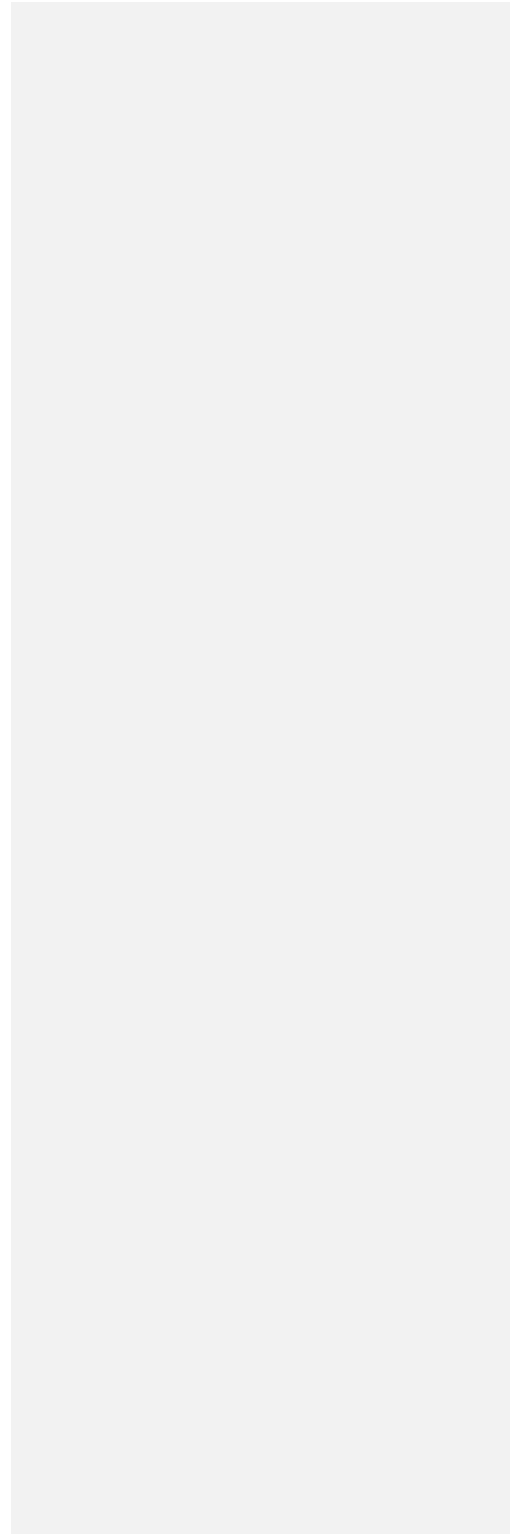
Commented [AS1]: FAC proposed to strike this as its already encapsulated in B-4.

Amended January 2007. Editorial changes.

Amended July 2002. Revised to incorporate regents' policy changes.

Amended July 1988. Revised to clarify what needed regents' approval.

Adopted 1979.





POLICY COVER SHEET

For instructions on policy creation and change, please see
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Interim Minor Amendment

Policy Number & Title: **APM 50.16 Criminal Background Check**

*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Policy originator: Brandi Terwilliger, Director of Human Resources

Policy sponsor, if different from originator: VP Brian Foisy – Reviewed and approved 4/8/24

Reviewed by General Counsel: Yes No Name & Date: Karl Klein; 4-5-24

Comprehensive review? Yes No

1. Policy/Procedure Statement: Briefly explain the reason for the proposed change.

Slight edit to the policy for prior coverage given we have an inability to access old records. Removal of the J-1 Scholars exception per IPO – they do not get a background check and should get one.

2. Fiscal Impact: What fiscal impact, if any, will this change have?

Should only have minimal impact, if any. Would require a new CBC to be conducted for an existing employee if they are changing positions and their CBC is older than 3 years. Current cost is approximately \$65.00 depending on the number of locations a person has lived.

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

No later than July 1, 2024.

50.16 - Criminal Background Check Procedures

Last updated: January 01, 2022

A. Purpose. This policy sets forth requirements for criminal background checks for employees.

B. Scope. This policy applies to all employees.

AC. General Policy. Criminal background checks confirm an individual's fitness relative to the requirements of their employment or volunteer service at the University of Idaho (U of I).

U of I requires criminal background checks for all non-student positions, graduate student appointees, postdoctoral scholars, and temporary help positions (T1, T4, etc.). U of I requires criminal background checks for student positions (ST/SF/SI), interns, and volunteers only if the work will involve contact with minors or the hiring authority determines the work to be security-sensitive. This list is not intended to be exhaustive. Questions on background check requirements should be directed to Human Resources (HR). *{rev. 3-18, 1-22}*

The requirements of this procedure policy also apply to existing employees being considered for changes in position, transfers, and promotions. However, if an existing employee has a previous background check on file within the prior three years with U of I, and that background check is applicable to the change in position, transfer, or promotion, a new background check will not be required. A background check is not required for general faculty promotions in rank pursuant to FSH 3500 where the faculty promotion does not involve an internal or external search. *{rev. 11-12, 12-14, 3-18}*

Non-compliance with this procedure will be communicated to the Office of General Counsel and the appropriate vice president.

BD. Procedures for Criminal Background Checks. The U of I will conduct criminal background checks on the recommended candidate(s) for all positions listed in Section AC. Hiring authorities must request criminal background checks for student positions (ST/SF/SI), interns, and volunteers if the work will involve contact with minors or the hiring authority determines the work to be security-sensitive. Security-sensitive work may involve access to restricted facilities, resources, finances, data, confidential information, or research as determined by the hiring authority. *{rev. 3-18}*

BD-1. Required Notification of Criminal Background Checks. All advertisements, notices, and postings for positions listed in Section AC must state: "This position is subject to the successful completion of a criminal background check." No candidate for a position listed in Section AC shall commence employment until a satisfactory criminal background check has been received by HR. Any offers associated with these positions must be made contingent on a satisfactory criminal background check. *{rev. 3-18}*

For student (ST/SF/SI), intern, and volunteer positions for which a search was not necessary or was waived, the hiring authority will provide the candidate or volunteer with written notice of the criminal background check requirement prior to offering the position. The candidate or volunteer can only be offered the position contingent on a satisfactory criminal background check. The candidate or volunteer must not begin work or begin the new responsibilities until a satisfactory criminal background check has been received by HR. *{add. 10-07, ed. 11-12, 1-22, rev. 3-18}*

BD-2. Required aAuthorization for cCriminal bBackground cCheck. ~~If a search runs through the UI online recruitment system, the criminal background check is initiated during the hiring proposal process. For hires outside the online recruitment system, the~~ The hiring unit must submit a Department Request for Criminal Background Check via the on-line request for background check. The request shall include the following information: candidate name and email address, position title/action number, budget number, and unit. The candidate will receive an email from the background check vendor to initiate the background check. The candidate must submit the required personal information at a secure website and electronically sign the Disclosure and Authorization forms. The candidate will then receive a summary of rights under the Fair Credit Reporting Act (FCRA), and the background check will begin. The ~~third-party~~ consumer reporting agency will provide the background check results to HR. HR will review the background check' results to determine whether the candidate meets the criteria for the position. HR will notify the hiring authority of the results of the background check. Costs associated with criminal background checks will be charged to the hiring unit. *{rev. 11-12, 12-14, 3-18}*

DB-3. Contingent offer of employment. If circumstances require that a job offer be made prior to the completion of the background check, the hiring unit must use the approved contingent offer letter template found on the HR website, which includes the following language: "This offer is contingent upon the completion of a satisfactory criminal background investigation and other pre-employment requirements." Although a contingent offer may be made, the employee may not begin work in any capacity, including attending orientations for the unit or University, without a completed satisfactory background investigation and other pre-employment paperwork. It is recommended that a written offer not be made until the satisfactory criminal background check has been completed and confirmed by HR. *{rev. 3-18}*

DB-4. Prior cCriminal bBackground cCheck qualifies. If a candidate is being rehired or reappointed into the same position, has ~~previously~~ (in the prior three years) met the background check requirement for that position, and the break in service is less than one year, the background check requirement may be waived at the discretion of the senior HR executive, or designee. *{rev. 10-07, 11-12, 3-18}*

DB-5. Day cCare cCenters must comply with I.C. § 39-1105. Employees or volunteers at day care centers who have direct contact with children are subject to the criminal history check procedures set forth in I.C. § 39-1105, which are conducted by the day care centers in conjunction with the appropriate state agencies. The procedures set forth in this APM 50.16 do not apply these individuals. *{ed. 3-18, 1-22}*

DB-6. ~~U~~ College of Agricultural and Life Sciences uUnique rRequirements.

a. Non-4-H yVolunteers. The ~~University's~~ College of Agricultural and Life Sciences (CALS) has implemented additional criminal background check procedures for volunteers who have significant contact with minors. Students and volunteers of CALS may be subject to additional screening requirements pursuant to those procedures. *[rev. 10-07, 3-18 ed. 11-12, 1-22]*

b. 4-H yVolunteers. Volunteers through the 4-H programs who have direct contact with children are subject to the criminal history check procedures set forth in the 4-H Youth Development Policies and Procedures. *[add. 1-22]*

~~**B-7. J-1 Scholars and Exceptions.** J-1 scholars are visiting temporary workers here by invitation to perform specialized work. The Department of Homeland Security performs background checks on all J-1 scholars. Therefore, these temporary workers are exempt from the requirements of this procedure. The senior HR executive or designee may provide exemptions for other employees in similar situations. *[add. 3-18, ed. 1-22]*~~

Commented [B1]: J-1 Scholars do not complete a background check as noted. Per IPO, this section should be removed and a CBC be required in accordance with regular processes.

DB-78. Successful aApplicants rRecruited through an aAuthorized sSearch fFirm.

When an authorized search firm is used to recruit for key leadership roles, where the service provided includes a background check that is no less comprehensive than that conducted by the ~~U~~U of I, the senior HR executive or designee may approve the use of the search firm background check for purposes of employment in that position. All background checks are to be sent to HR and not provided to search committees, etc. to maintain consistency in process. *[add. 1-22]*

CE. Procedures for cCriminal bBackground cChecks for sSecurity pPurposes. If the senior HR executive or designee has reasonable grounds to believe that an employee or volunteer represents an immediate threat to the safety and security of the ~~U~~U of I community, HR may conduct a criminal background check through the Idaho State Police or other appropriate agency. The written authorization of the employee to conduct this check will be obtained in most cases. However, in certain circumstances, it may not be possible or feasible to obtain written authorization. In those cases, a limited background check may be performed through the Idaho State Police or other appropriate agency. Any information obtained through this process will be used solely for the purpose of maintaining the safety and security of the ~~U~~U of I community and will be shared strictly on a "need to know" basis. *[ed. 11-12, rev. 3-18]*

DE. Results of cCriminal bBackground cChecks.

DE-1. Applicants nNew to UU of I. If the criminal background check identifies a convictions, with the exception of FD-3 below, determinations of fitness for employment will be made by Human Resources, and may include ~~in~~ consultation with appropriate hiring authority, based on the nature and details of the conviction, date of the conviction, how the crime relates to the job in question, evidence of rehabilitation, and other relevant factors. *[rev. 3-18, 1-22]*

FD-2. Current eEmployees. When a current employee with a convictions is considered for changes in position, transfers, or promotions, ~~the determination of whether to exclude the candidate will be made by~~ the senior HR executive or designee, ~~and may include in consultation with the appropriate hiring authority, will determine whether to exclude the candidate.~~ *[rev. 3-18]*

If, pursuant to this procedure, a criminal background check is conducted on a current employee and an event is uncovered that was not previously considered, ~~UU of I~~ may initiate personnel action against the employee. In these cases, the senior HR executive or designee in consultation with the Risk Management Officer and other applicable personnel, will determine what action, if any, should be taken. The senior HR executive or designee may ask the employee for a written explanation of the offense(s). *[rev. 11-12, 3-18]*

DE-3. Disqualifying eEmployment cConvictions. A record of any of the following convictions will generally result in automatic exclusion of the candidate or termination of a current employee: *[rev. 3-18]*

a.i) Conviction of any crime against a child or vulnerable adult (including but not limited to child abuse, abandonment, neglect, and statutory rape);

b.ii) Conviction of any crime of violence;

c.iii) Conviction of any crime of a sexual nature, including but not limited to lewd conduct, sexual battery, sexual exploitation, rape, and statutory rape;

d.iv) Conviction of any crime involving unlawful use or possession of a weapon or firearm. *[ed. 11-12]*

FD-4. “Conviction” dDefined. For purposes of this procedure, the term “conviction” will be interpreted broadly and will include pleas of no contest, deferred adjudications, and similar dispositions. If a criminal history report indicates pending criminal charges that, if a conviction resulted, would result in exclusion from employment, the candidate will be excluded from employment until final disposition of the charges. *[ed. 3-18]*

EG. Communication of rResults and eEmployee rRights

GE-1. Consumer rReporting aAgency. Procedures when the report has been provided by a consumer reporting agency (e.g., Verified Credentials) shall be as follows: *[ed. 12-14, 3-18, 1-22]*

a.i) If a determination has been made that a candidate should be excluded, or that adverse action should be taken against a current employee, based on an unsatisfactory criminal background check, HR shall, prior to taking any adverse action against the individual, provide a Pre-Adverse Action Disclosure that (1) notifies the individual in writing of the unsatisfactory result, (2) provides the

candidate or employee with a copy of the report, and (3) provides the candidate or employee with a written description of ~~his or her~~their rights under the Fair Credit Reporting Act.

ii) After the adverse action has been taken, HR will provide the candidate with an Adverse Action Notice, which includes (1) the name, address, and phone number of the consumer reporting agency that supplied the report, (2) a statement that the consumer reporting agency that supplied the report did not make the decision regarding the adverse action and cannot provide the reasons for the adverse action, and (3) a notice of the individual's right to dispute the accuracy or completeness of any information the agency has furnished, and ~~his or her~~their right to an additional free consumer report from the agency upon request within 60 days.

~~iii)c.~~ A candidate or employee who has received an initial unsatisfactory result and who has sought correction of ~~his or her~~their report under the Fair Credit Reporting Act is not eligible for a listed position until the senior HR executive, or designee has confirmed the correction and determined that the result is satisfactory. The ~~UU of I~~ has no obligation to hold a position open to allow a candidate or employee to correct ~~his or her~~their report. *~~fed. 11-12, 3-18~~*

~~GE-2. Government r~~Reporting ~~a~~Agency. Procedures when the report has been provided by a governmental agency (e.g., Idaho State Police) shall be as follows:

If a decision has been made to exclude a candidate, or initiate action against a current employee, based on an unsatisfactory background check, HR shall (1) notify the individual in writing of the unsatisfactory result, and (2) provide the candidate or employee with a copy of the report. *~~fed. 1-22~~*

~~FH. Record Keeping~~keeping. Criminal history information collected under this procedure shall be kept electronically with the third party vendor or in accordance with record retention requirements (see [APM Chapter 65](#)). The information will be used solely for the purpose of maintaining the safety and security of the ~~UU of I~~ community and will be disclosed only as permitted or required by law. *~~rev. 10-07, 11-12, 3-18~~*

Version History

2023 – 2024 Faculty Senate – ~~Pending Approval~~ Approved at Mtg #3
Meeting # 30 **Aug. 27, 2024**
Tuesday, April 23, 2024, 3:30 pm – 4:30 pm
Zoom only

Present: Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Maas, McKenna, Mittelstaedt, Murphy, Pimentel, Ramirez, Raney, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Shook, Schwarzlaender, Thaxton, Tibbals.

Absent: Buchen, Miller, Mischel

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #29, April 16, 2024, were approved as distributed.

Chair's Report:

- Gwen Gorzelsky, Vice Provost for Academic Initiatives, would like to encourage the Senators to attend the open forum events for the three finalists for the position of Director of General Education (DGE). The reconfigured DGE role will focus on improving outcomes specifically in General Education courses, building community among General Education instructors within and across disciplines, and coordinating with the State Board of Education and general education colleagues across Idaho public institutions. The relevant information can be found at the search website: [Director for General Education | University of Idaho Provost \(uidaho.edu\)](https://uidaho.edu)

Provost's Report:

- The State Board of Education met on our campus last week. One of the businesses they consider in April is tuition increases. They approved a tuition and fee increase of 3%, about \$268 per student. This generates approximately 2.8 million dollars, which we plan to use for funding CEC. The same percentage was approved for all four-year institutions in the state.
- Vandal Giving Day: The goal was to raise a million dollars on that day. They raised 1.13 million dollars, a 30% increase over last year. Both the number of gifts and the number of people who donated increased significantly. This is great news from the fundraising standpoint, but it's also an indicator that people are excited about what we all are doing and where the institution is going. It's a great sign and obviously helps our programs and our scholarships.
- The second Uldaho Bound event is this Saturday. Enrollment continues to be a focus. I appreciate all of you who help with those events.
- There are still problems with FAFSA nationwide. Our Financial Aid Office has been very proactive with communications to students, but they still don't have financial aid packages. They expect packages to start going out within the next one to two weeks, to new students first and then to continuing students. If you talk to families, let them know that we are aware of the challenges and we're working on it. It's a federal issue.
- It's time to thank Jean-Marc and Kristin for their leadership this year and all they've done to lead the Senate. Jean-Marc came into this not having been the prior vice chair, and I think they both have done a great job leading. So, thank you, Jean-Marc and Kristin, for what you've done to serve this body during the year!

Discussion:

A senator asked whether the 3% tuition raise is the same as, or in addition to, the 3% increase in Gen Ed funding from the state announced the previous week, along with information on how it's going to be spread out for CEC purposes. Provost Lawrence clarified that the announcement from the previous week assumed that a 3% increase in tuition would be approved. Today's communication does not add more funds.

Committee Reports:

- Proposed changes to the University Catalog (voting)
 - Admissions Requirements – Steve Shook, Forest, Rangeland and Fire Sciences
Steve Shook presented a summary of discussions/events leading to the proposal in Attach. #2. The proposal captures the UCC recommendations to Faculty Senate, except for the statement in 2c, *“Every applicant who has a test score (ACT, SAT, or ISAT) is encouraged to provide it for admission. Providing a test score assists in class placement and may make an applicant eligible for certain scholarship opportunities,”* which was added later.
Discussion:
A senator raised an issue about the wording. Presumably, the various options are meant to be mutually exclusive, but, with the present language, they are not. A student can fall within both options **2a** and **2b**, in which case they are both directly admitted and required to submit test scores. After a brief discussion, the confusion was clarified and a change to the language was proposed: *“New first-year applicants with a cumulative GPA between 2.6 and 2.99 who are not otherwise automatically admitted under **2a** must submit an ACT or SAT score.”*
There was some additional discussion on whether we should expect a return to test scores being required. Steve Shook said it would be helpful to have both indicators, (GPA and standardized test scores), because students may do better with one or the other. In response to a question about out-of-state students, Steve noted that admission requirements are the same for in state and out-of-state students, except for the ISAT. A senator wished to make a final remark: This proposal is great to go forward. In a couple of years, though, Faculty Senate may want to revisit what the SAT score should be for the 2.6-2.99 GPA range.
Back to the motion (Tibbals, Barannyk) to amend the language in section **2b** of First-Year Admission Requirements.
Vote on the proposed amendment: 20/20 yes. Motion passes.
Vote on the amended motion: 21/22 yes; 1/22 no. Motion passes.
 - UCC 538 Nuclear Materials Engineering Graduate Academic Certificate – Indrajit Charit, Nuclear Engineering and Industrial Management.
The nuclear industry is going through a renaissance. Nuclear energy is environmentally sustainable and is essential in the form of modular reactors and micro-reactors to charge the electric vehicles that will dominate the roads. The proliferation of nuclear energy and the safe operation of nuclear reactors depend highly on how we address the issues related to materials and their degradation. This certificate program will prepare the students to address the materials-related issues of nuclear engineering and will attract students from various disciplines. There are only two other universities (WSU-Tri-Cities, and UWisconsin) that offer certificate programs in nuclear materials. Furthermore, the certificate will help meet the employment needs of our industry partners. This certificate program is intended to prepare students for careers in the nuclear industry or nuclear medicine and for future graduate studies in nuclear engineering. The department already offers the courses required for the certificate.
Vote: 20/21 yes; 1/21 no. Motion passes.

- UCC 115 Department of Nursing – Jeff Seegmiller, Director, Medical Education Program. We are currently proposing the new School of Health and Medical Professions and six new programs under three departments (Department of Medicine, Department of Clinical Medicine and Department of Nursing). The Department of Medicine and the Department of Clinical Medicine have already been formed. Our Idaho WWAMI Medical Education program is also included in this organizational structure and is housed in the Department of Medicine. Vote: 21/21 yes. Motion passes.
- UCC 117 Changes to General Education Course Lists: Regulation J-3 – Dean Panttaja, Vice Provost for Academic Initiatives. We are proposing an addition of 10 courses, 5 in the gym area and 5 in the capstone area, and

Discussion:

A senator expressed concerns about the language in J-3-c “*Scientific Ways of Knowing (8 credits from two different disciplines, which include two accompanying labs OR 7 credits which includes a Core Science (CORS) course and one course with lab).*” The senator argued that a student could not graduate with 7 credits by taking NR 213. (This issue was set aside to be revisited later in the meeting.)

Dean Panttaja provided additional clarification on the changes that were made. Kristin Haltinner inquired about Survey of Health, Fitness, Sport, and Wellbeing being listed as an American Diversity course. Dean Panttaja didn’t quite recall the specifics of those conversations, but he is sure the course met the appropriate criteria, which are spelled out by the State Board of Education. We, as an institution and based on our vision and values, have defined what it means to be American Diversity and what it means to be International. This course covers all athletes and mechanisms in place to ensure we have a diverse athletic world. The course covers discussions about diversity, equity, and inclusion in sports. Kristin Haltinner noticed that the same course added under American Diversity is also added under Social and Behavioral Ways of Knowing, so students can “double dip.” Her department no longer allows that, because it defeats the purpose of Gen Ed. She wondered whether there is an ongoing conversation at UCGE on this matter. Dean Panttaja replied that he believes in a broad education and supports the decision of the Sociology department. The practice commonly referred to with the term “double dipping” dilutes the broad exposure that should be provided by Gen Ed courses. He has shared those views over his many years in Gen Ed.

Motion (Mittelstaedt, Tibbals) to postpone the vote on UCC 117 for about 20 minutes, while a group of people discuss a possible amendment to the language in J-3-c.

Vote: 19/20 yes; 1/20 no. Motion carries.

- **Announcements and Communications**

- Vandal Health Clinic – Blaine Eckles, Vice Provost for Student Affairs and Dean of Students, Jeff Seegmiller, Director, Medical Education Program, Rayme Geidl, Associate Director, Medical Education Program

Blaine Eckles:

Student Affairs has been working with Gritman Medical Center to provide health services to our students through the Vandal Health Clinic. The contract is now at a renewal stage, and they decided to make some significant changes. The Vandal Health Clinic is brought back in house and turned into a teaching clinic where our faculty working with our students in the WWAMI program will provide medical services to the students at the University of Idaho. It’s going to be a full-fledged health clinic, just like it always has been, with two significant changes: it is in house, and, unfortunately, for the time being is not able to provide medical services to employees, who could access the health clinic before the change. As the clinic is operated internally, it is under FERPA, and thus only accessible to students going forward. A

long-term goal is to get it back to be accessible to employees. A teaching clinic will further our educational programs.

Jeff Seegmiller:

This is really an exciting time for the University of Idaho, with many new proposed health professions programs. We appreciate your support for those programs. We're really trying to change how the University of Idaho contributes to the healthcare shortages within our state, which are quite drastic. Presently, we rank fiftieth for number of physicians per capita, and every county in the State of Idaho is a health professional shortage area for behavioral mental health and 98% are a behavioral mental health or primary care shortage area. We have a medical school on our campus, yet our students must go elsewhere for some training. We are happy to bring training experiences on campus and within our community. This is an exciting time for us to employ clinicians as full FTE clinical faculty that can also teach and provide services for our student population. It is actually very common across the United States to have an academic medical center, where students and faculty can receive care, and we're looking forward to that model.

Discussion:

There was a question about possible impact of these changes on sexual health care for students, such as birth control or STD testing referrals. Rayme Geidl confirmed that there will be no cuts to any of the services students are currently receiving from the health clinic. A senator shared her concerns that Idaho state laws are discouraging doctors from coming here. Jeff Seegmiller replied that he knows the challenges. He moved to Boise for eight weeks to help educate our legislators on the impact that our laws have on the practice of medicine within our State and even on individuals choosing to go into health care. Fortunately, the number of physicians in Idaho has been going up. Idaho is a fast-growing state, and so our numbers have been increasing, but not enough to meet the actual growth of the state. Therefore, anything that discourages a physician from practicing in our state or moving to our state, hurts us down the road and presently. So, we need everybody to help to educate our legislators on the challenges.

A senator asked whether postdocs would have access to the clinic after the changes. Blaine Eckles replied that they wouldn't, being staff. However, the U of I will maintain an important relationship with Gritman, because not all student needs can be met through the Vandal Health clinic. They expect to be doing a lot of referrals to the community just like they did when there wasn't a health clinic here on campus.

Back to the topic of state legislature, Dean Eckles noted that we have elections coming up. He is on a panel hosted by ASUI about educating students on the importance of voting. All of us have a voice and need to engage our constituents about reaching out to our representatives in the state legislature.

- Distinguished Scholars Program – Jerry McMurtry, Dean, College of Graduate Studies
Sandra Renee visited Faculty Senate to talk about what she is doing with the Honors Program and the effort to create an office of distinguished fellowships. Today, Dean McMurtry will follow up with some of the work being done at COGS. Every time we get an honor student into graduate school, it's certainly a win for us if they stay. If they move on with a prestigious fellowship to another institution, that gives us visibility where they go, which is, generally, an aspirational peer level institution. COGS offers workshops specific to the needs identified for our graduate students. The information is spread out wide to students, faculty and staff to get students involved in this. Jerry McMurtry urged faculty to look at the COGS initiatives and build them into NSF-style mentoring programs, which is now a requirement if the award includes support for graduate students. Specifically on the topic of prestigious fellowships, they have a workshop series which gives students the opportunity to explore fellowships and find one that works for them. They started with just a few, the NSF Graduate

Research Fellowship Program (GRFP), the NIH F31 Fellowship, the Ford Foundation and the National Defense Science and Engineering Graduate Fellowship, and now have about 30. While supporting students through a formal workshop series, they learned that students really want to spend time writing for these awards. So, they created a spring and a fall class on the subject of prestigious fellowships. The spring class, Prestigious Fellowships I, helps the students work through what they need to do to get one of these fellowships and to write the strongest proposal they can. In the fall, Prestigious Fellowships II prepares them to meet most of the deadlines for the big federal fellowships that come up in October and November. The course goes through the first eight weeks of the fall semester and focuses on how to submit the best fellowship application that moves forward. Of the five students that went through a pilot version of this program last year, there were two winners and an honorable mention, which is a pretty good success. COGS is excited to work with the Honors Program, but they are also moving further.

Discussion:

In response to a question, Jerry said that those fellowships are primarily for graduate students, although at COGS they do reach out to the undergraduate population, particularly for the GRFP, because they're only eligible to apply twice. Sometimes, they have worked with juniors who wanted to be prepared to apply in the senior year, so they could have support to go on to graduate school. They also work with first-year graduate students, who are still eligible to apply.

COGS would love to get high school students thinking about this early, but these applications are not easy to write and they're extremely competitive. It takes a lot of time to work through this, to obtain the appropriate references, to work with your faculty sponsor on developing the correct research plan etc.

New Business:

- From Vice Chair Haltinner: The university-level committee roster to be presented at the UFM is different than the one from last week, because several people have declined the appointment. It will likely continue to change until early Fall.
- From Senator Dakota Roberson: Idaho Falls is in a period of great transition with massive influx in population and high cost of living. Idaho National Lab has been hiring much faster than we can produce students to fill positions, and so the pressure is on from them to be competitive with our neighbors. We have the University of Utah, about three hours south of here, and Utah State, about two and a half hours from us. From a couple of faculty meetings we had last week, there's a serious desire for improvement and change in the area, both externally and internally. Senator Roberson will represent Idaho Falls campus for another three years and he hopes that senate, with the next leadership, will talk about things we can do to address this growing disparity between the workforce needs of the area and what we're able to provide currently.

A senator asked if there was any support in terms of housing for high school students who would like to do internships at INL. Dakota replied that no affordable housing is available. In fact, some of his graduate students currently on research assistantships live in Pocatello because they can't afford to live in Idaho Falls on a GRA rate. The cost of living here has gone up so dramatically in the last couple of years that it's cheaper for them to live on the ISU campus and commute to Idaho Falls.

Provost Lawrence noted that work is going on with the State Board. He and Senator Roberson can talk more about this when they meet at commencement.

Reopening the discussion on UCC 117, J-3-c:

- Senator Tibbals: It is unclear whether UCGE and UCC wanted to allow NR 213 to replace a core science, in effect allowing a student to graduate with 7 credits using that class. Without knowing the answer to that, it's not appropriate to add a 3-credit science class that will in essence be a

trap for students, because they would take it and still must do a core science and a lecture lab or 2 lecture labs.

Motion (Tibbals, Mittelstaedt): Remove NR 213 from the proposed changes to Regulation J-3.

Vote on the amendment: 20/21 yes; 1/21 no. Motion carries.

Vote on the amended UCC 117: 20/21 yes; 1/21 no. Motion carries.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:31pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #30

Tuesday, April 23, 2024 at 3:30-4:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2023-24 Faculty Senate Meeting #29 April 16, 2024 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports (voting)
 - Proposed changes to the University Catalog (voting)
 - Admissions Standards – Steve Shook, Forest, Rangeland, and Fire Sciences **Attach. #2**
 - UCC 538 Nuclear Materials Engineering Graduate Academic Certificate – Indrajit Charit, Nuclear Engineering and Industrial Management **Attach. #3**
 - UCC 115 Department of Nursing – Jerry McMurty, Dean, College of Graduate Studies **Attach. #4**
 - UCC 117 Changes to General Education Course Lists: Regulation J-3 – Dean Panttaja, Vice Provost for Academic Initiatives **Attach. #5**
- VI. Announcements and Communications
 - Vandal Health Clinic – Blaine Eckles, Vice Provost for Student Affairs and Dean of Students, Jeff Seegmiller, Director, Medical Education Program, Rayme Geidl, Associate Director, Medical Education Program
 - Distinguished Scholars Program – Jerry McMurtry, Dean, College of Graduate Studies
- VII. New Business
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #29 April 16, 2024
- **Attach. #2** Admissions Standards
- **Attach. #3** UCC 538
- **Attach. #4** UCC 115
- **Attach. #5** UCC 117

2023 – 2024 Faculty Senate – Pending Approval

Meeting # 29

Tuesday, April 16, 2024, 3:30 pm – 5:00 pm

Zoom only

Present: Barannyk, Blevins, Buchen, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Maas, McKenna, Miller, Mittelstaedt, Murphy, Pimentel, Ramirez, Raney, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Shook, Thaxton, Tibbals.

Absent: Schwarzlaender (excused), Mischel

Call to Order: Chair Gauthier called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

The minutes of the 2023-24 Meeting #28, April 9, 2024, were approved as distributed.

Chair’s Report:

- It’s been a pleasure serving for the past three years on the Faculty Senate which followed three years at UCC. I think that the university has huge potential when people work together, and you, the senators, can make it happen. I think that it’s important to use our voices to create a sense of positivity as opposed to fear.
- After meeting with people from Pocatello, Boise, and Sandpoint, I hope that we will continue our efforts to be a land grant university with grass root projects and a laser sharp focus on quality of education and research.

Provost’s Report:

- Our Regents are on campus tomorrow and Thursday. They visit once per year, when they have their meeting on the Moscow campus.
- Lionel Hampton Jazz Festival starts Wednesday evening, and continues all day Thursday, Friday, and Saturday. There will be about 3,400 students on campus.
- The College of Science will have “Vandal Science Days,” Friday, April 19 and Saturday, April 20, from 10am to 3pm in the IRIC atrium. <https://www.uidaho.edu/sci/news/vandal-science-days>
- Faculty Gathering: Wednesday, April 17, 4:30 to 6:30, at the WWAMI Medical Education Building. <https://www.uidaho.edu/provost/faculty-gathering>
- Commencement on May 11th. Please encourage your faculty to attend.

There were no questions.

A remark from the Secretary:

Addressing an issue raised by a senator last week as new business, the Secretary outlined the process for communicating presidential approval of policies approved by the faculty at UFM’s. She solicited suggestions for improving the process.

Consent Agenda

- Committee Appointments for AY 2024-25 – Kristin Haltinner, Chair of the Committee on Committees, Attach. #2.

There was an inquiry about the Promotion and Tenure committee, not on the list.

Provost Lawrence replied that appointing that committee follows a completely different process. In the Fall, the Provost works with Senate leadership in accordance with the process prescribed in FSH 3500.

- AY 2025-26 Sabbatical Approvals – Jean-Marc Gauthier, Chair of Faculty Senate, Attach. #3.

There were no requests to take items out of the consent agenda for discussion and vote. The consent agenda stands approved by unanimous consent.

Committee Reports:

- Proposed changes to the Faculty and Staff Handbook (voting)
 - FSH 5800 Malign Foreign Talent Recruitment Programs – Kay Dee Holmes, Assistant Director for Research Integrity, Office of Research Assurances, Attach. #4.
Department of Defense (DOD) policies require universities to have a written policy regarding malign foreign talent recruitment programs to receive DOD funding.
Discussion:
There were inquiries about the definition of “malign foreign talent recruitment” programs and how to recognize them. An individual may not be aware that they are engaging with one of these programs. Kay Dee replied that it is the individual’s responsibility to disclose any such involvements. If they are not sure, they should reach out to the Office of Research Assurances.
A senator suggested a website to point people in the right direction, to avoid oversights. Kay Dee noted that there is one, but feedback on how to improve it is welcome. There is also a link in VERAS. <https://www.uidaho.edu/research/faculty/research-assurances/foreign-interest/faq>. Compliance is not retroactive. The starting date depends on the agency. The certification is required as part of the final proposal sign-off.
Vote: 21/22 yes; 1/22 no. Motion passes.
 - FSH 3120 Faculty Obligations: Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #5.
Section D-2 revised to clarify work and pay schedule for academic year appointments. Sections D-4 expanded and revised to clarify summer session obligations of faculty with academic year appointments.
This policy was approved by the Senate at their meeting #27. In the meantime, FAC noticed a problem with the language regarding *entirely optional* summer appointments not counting toward P&T.
Motion to amend the previously approved motion (Mittelsteadt, Rinker) as in the revision from FAC presented today.
Vote on the motion to amend: 22/22 yes. Motion Passes.
There was no further discussion. FSH 3120 approved as amended.
 - FSH 1640.36 Dismissal Hearing Committee – Kristin Haltinner, Chair of Committee on Committees, Attach. #6.
The committee members requested that the Committee on Committees add language so that people serving on the committee are aware of the potential for summer meetings. This notification is a standard practice with other committees.
Vote: 22/22 yes. Motion passes.
 - FSH 3490 General Salary Information – Brandi Terwilliger, Director of Human Resources, Attach. #7.

This policy was presented last week. Based on the Senate recommendations, it has been revised to keep those procedures in FSH. The income tax withholding and the W2 form have been removed, since those are federal requirements and not U of I policy.

No questions

Vote: 22/22 yes. Motion passes.

- FSH 3480 Compensation for Service in Addition to Regular Duties – Brandi Terwilliger, Director of Human Resources, Attach. #8.

Minor clarification edits. Confirmed changes with Provost Office. FAC also suggested revisions (in brown text).

Vote: 22/22 yes. Motion passes.

- Proposed changes to the University Catalog (voting)

- Admissions Requirements – Steve Shook, Forest, Rangeland and Fire Sciences

The final version of the UCC recommendation didn't arrive in time to be included in this binder.

There was a brief discussion on the status and procedures.

Motion to postpone (Tibbals, Mittelstaedt).

Vote: 20/20 yes. Motion passes.

- Proposed Changes to the Administrative Procedures Manual (non-voting)

- APM 50.16 Criminal Background Check– Brandi Terwilliger, Director of Human Resources, Attach. #9.

Slight edit to the policy for prior coverage, given we cannot access old records. Removal of the J-1 Scholars exception per IPO – they do not get a background check and should get one.

No questions.

- **Announcements and Communications**

- VERSO Research Information Management System and Institutional Repository – Ben Hunter, Dean of Libraries.

Vandal Expertise, Research, and Scholarship Online (VERSO), preserves and provides access to the research and creative output of the university of Idaho faculty, students and staff. This serves several functions. First, research information management systems, which support transparent aggregation, curation and use of data about institutional research activities.

Basically, these systems describe an institution, with its research and scholarship activities. For a decade, we have used VIVO, supported out of the Library. It's open source and free. We have a large volume of good data and some nice visualizations. However, there are shortcomings, typical for open-source software. Individual people cannot go in and modify their profiles within VIVO. It's a cumbersome process, so we're looking at replacing that. Institutional repositories are digital collections to capture the intellectual output of a single university community – a digital space with an institution's output, theses and dissertations, publications, preprints, open access deposit and more. We're repurposing digital collection software. It's free, but not ideal – doesn't allow for self-deposit. That is again a cumbersome process through the library. We're in the middle of kind of a soft rollout of VERSO right now.

The release timeline and future plans can be found in the presentation slides attached to these minutes. Visit verso.uidaho.edu.

No questions.

- IT Committee Update – Darryl Woolley, Business and Economics, Jean-Marc Gauthier, Chair of Faculty Senate.

Talking points from a recent meeting of Darryl Woolley, Jean-Marc Gauthier and Teresa Amos.

Priorities:

- Changes in institutional perspective of technology.
- Need for a different conversation about technology – how technology serves teaching and research.
- Cadence of change and impact of AI.
- Make sure everyone is on board.
- Timely privacy issues.

Discussion:

Thanks to Teresa Amos for her patience and help throughout the semester. We are happy to have found a way forward to collaborate with OIT.

A senator had a question about staffing. Is there an update on that? Are there open positions to be filled, or do we not have any openings? Understaffing is usually the answer when it takes two to four weeks to get basic things done. Teresa replied that staffing is an on-going issue.

Faculty Secretary: Is the IT committee the best path to get problems addressed, moving forward? Darryl recommended some sort of working group looking at complaints, including a couple of faculty members who are especially involved with IT issues. A formal process to handle concerns would be helpful. Also, it would be helpful to have a faculty member participate in the decisions for exceptions to the procurement process, so that the faculty's perspective can be heard, and the faculty can be aware that their perspectives have been heard in making those decisions. There should be a formal way to handle communication between faculty and OIT comprehensively.

New Business:

- Urgent: we need the names of new senators for the 2024-25 vacant seats. Next week, Senate 2024-25 will take nominations for the 2024-25 officers.
- A senator reported a noticeable increase of extra-curricular activities among students in his college. In a class of 45 students, on any given day, three to five of them need to be excused to participate in extracurricular activities. This creates more work and rescheduling problems.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:44pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate

First-Year Admission Requirements

First-year applicants who graduated from high school prior to 1995 must meet the requirements in effect for their graduation year. A degree-seeking applicant applying directly from high school or with fewer than 14 semester credits of transferable college work earned after high school graduation must complete the following:

- 1) Submit high school GPA.
 - a) New first-year applicants with a cumulative GPA of 3.0 or higher are automatically admitted and are not required to submit test scores.
 - b) Applicants with cumulative GPAs of 2.30-2.59 will be admitted through the Vandal Gateway Program.
 - c) Applicants with a GPA below 2.30 are welcome to appeal through our Admissions Committee.
- 2) Submit ACT, SAT, or ISAT test score.
 - a) New first-year applicants that are Idaho residents achieving scores of 3 or higher on both the ISAT Math and Literacy tests are automatically admitted regardless of GPA.
 - b) New first-year applicants with a cumulative GPA between 2.60-2.99 must submit an ACT or SAT test scores. Applicants not submitting an ACT or SAT test score must go through our Admissions Committee.
 - c) Every applicant who has a test score (ACT, SAT, or ISAT) is encouraged to provide it for admission. Providing a test score assists in class placement and may make an applicant eligible for certain scholarship opportunities.

| High School GPA | ACT Composite | SAT Verbal + Math | ISAT Math + Literacy |
|-----------------|-------------------------|-------------------------|-------------------------|
| Any GPA | N/A | N/A | ≥ Level 3 + 3 |
| 3.00-4.00 | Test score not required | Test score not required | Test score not required |
| 2.60-2.99* | 15+ | 740+ | N/A |
| 2.30 -2.59* | Test score not required | Test score not required | N/A |

*Students with a 2.60-2.99 GPA and an ACT <15 or SAT <740 will be admitted to the Vandal Gateway Program. Students with a 2.30-2.59 GPA will be admitted to the Vandal Gateway Program regardless of test scores.

First-Year Admission Requirements

First-year applicants who graduated from high school prior to 1995 must meet the requirements in effect for their graduation year. A degree-seeking applicant applying directly from high school or with fewer than 14 semester credits of transferable college work earned after high school graduation must complete the following:

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- b)c) Applicants with a GPA below 2.30 are welcome to appeal through our Admissions Committee.

2) Submit ACT, ~~or~~ SAT, or ISAT test scores.

- a) New first-year applicants that are Idaho residents achieving scores of 3 or higher on both the ISAT Math and Literacy tests are automatically admitted regardless of GPA.
- e)b) New first-year applicants with a cumulative GPA between 2.60-2.99 must submit an ACT or SAT test scores. Applicants not submitting an ACT or SAT test score must go through our Admissions Committee. ~~who do not provide test scores will automatically be considered for admission if their cumulative unweighted GPA is 2.60-4.00. Those who have cumulative~~

~~d)c) ___ GPAs of 2.30–2.59 who do not have test scores will be~~

~~e)d) ___ admitted through the Vandal Gateway Program.
Students in~~

~~e) this GPA range are also welcome to appeal through
our Admissions Committee.~~

2)f) ___ Every applicant student who has a test score (ACT, SAT, or ISAT) is encouraged to provide it for admission ~~as well as class placement.~~ Providing a test score assists in class placement and may make an applicant eligible for certain scholarship opportunities.

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3) ~~Graduate from a regionally accredited high school with a combination of cumulative GPA¹ and test scores² as defined in the following table:~~

| High School GPA | ACT Composite | SAT Evidence-Based Reading & Writing + Math | SAT Critical Reading + Math | ISAT |
|----------------------------|------------------------------------|--|--|------------------------------------|
| Any GPA | N/A | Any test score | N/A | ≥ Level 3 + 3 |
| 3.00 – 4.00 | Test score not required | Test score not required | Any test score | Test score not required |
| 2.60 – 2.99* | Any test score 15+ | Any test score 740+ | Any test score | N/A |
| 2.50 – 2.59 | 17–36 | 910–1600 | 830–1600 | |
| 2.40 – 2.49 | 19–36 | 990–1600 | 910–1600 | |
| 2.30 – 2.59* | Test score not required | 1070–1600 | N/A | 990–1600 |
| 2.20 – 2.29 | 23–36 | 1140–1600 | 1070–1600 | |

*Students with a 2.60-2.99 GPA and ACT <15 or SAT <740 will be admitted to the Vandal Gateway Program. Students with a 2.30-2.59 GPA will be admitted to the Vandal Gateway Program regardless of test scores.

538: NUCLEAR MATERIALS ENGINEERING GRADUATE ACADEMIC CERTIFICATE

In Workflow

1. 468 Chair (icharit@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
13. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Tue, 26 Sep 2023 22:25:47 GMT
Indrajit Charit (icharit): Approved for 468 Chair
2. Fri, 06 Oct 2023 22:00:21 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Fri, 06 Oct 2023 22:01:32 GMT
Suzanna Long (long): Approved for 08 Dean
4. Wed, 11 Oct 2023 23:37:20 GMT
Linda Lundgren (lindalundgren): Rollback to Initiator
5. Thu, 12 Oct 2023 17:12:54 GMT
Theodore Unzicker (tunzicker): Approved for 468 Chair
6. Thu, 12 Oct 2023 17:20:00 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
7. Thu, 12 Oct 2023 17:27:32 GMT
Suzanna Long (long): Approved for 08 Dean
8. Wed, 01 Nov 2023 01:29:47 GMT
Gwen Gorzelsky (gwen): Rollback to Initiator
9. Wed, 01 Nov 2023 15:59:42 GMT
Indrajit Charit (icharit): Approved for 468 Chair
10. Thu, 02 Nov 2023 02:25:30 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
11. Thu, 02 Nov 2023 15:59:30 GMT
Suzanna Long (long): Approved for 08 Dean
12. Sat, 04 Nov 2023 23:47:49 GMT
Gwen Gorzelsky (gwen): Approved for Provost's Office
13. Thu, 21 Dec 2023 20:28:59 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
14. Fri, 19 Jan 2024 23:27:34 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
15. Tue, 23 Jan 2024 21:29:43 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
16. Wed, 24 Jan 2024 16:43:07 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
17. Tue, 30 Jan 2024 23:04:03 GMT

- Sydney Beal (sbeal): Rollback to Initiator
18. Sat, 03 Feb 2024 00:01:43 GMT
Indrajit Charit (icharit): Approved for 468 Chair
 19. Sat, 03 Feb 2024 17:43:54 GMT
Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
 20. Sat, 03 Feb 2024 17:45:51 GMT
Suzanna Long (long): Approved for 08 Dean
 21. Wed, 14 Feb 2024 01:26:32 GMT
Brenda Helbling (brendah): Approved for Provost's Office
 22. Tue, 27 Feb 2024 18:08:29 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
 23. Fri, 29 Mar 2024 02:19:04 GMT
Jerry McMurtry (mcmurtry): Approved for Graduate Council Chair
 24. Tue, 02 Apr 2024 17:39:28 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
 25. Tue, 02 Apr 2024 22:17:11 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
 26. Tue, 16 Apr 2024 16:46:17 GMT
Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Sat, 03 Feb 2024 00:00:50 GMT

Viewing: 538 : Nuclear Materials Engineering Graduate Academic Certificate

Last edit: Sat, 03 Feb 2024 00:00:48 GMT

Faculty Contact

| Faculty Name | Faculty Email |
|-----------------|--------------------|
| Indrajit Charit | icharit@uidaho.edu |

Will this request have a fiscal impact of \$250K or greater?

No

Academic Level

Graduate

College

Engineering

Department/Unit:

Nuclear Engineering and Industrial Mgmt

Effective Catalog Year

2024-2025

Program Title

Nuclear Materials Engineering Graduate Academic Certificate

Degree Type

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

Program Credits

15

CIP Code

14.2301 - Nuclear Engineering.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form

Describe the financial impact

None. Classes are already in the Nuclear Engineering curriculum and are periodically taught by the department faculty.

Curriculum:

A graduate certificate in nuclear materials aims to provide students with a foundational understanding of the principles and practices of materials engineering in nuclear context. These course offerings will address the following key components:

- Fundamental nuclear science and engineering,
- Fundamentals of materials engineering,
- Materials degradation and safety in reactor environments, and
- Waste management

To obtain the certificate, students must complete 15 credits from the following courses, nine of which must be at the graduate level.

All required coursework must be completed with a grade of B or better (O-10-b (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

Program Requirements: The graduate certificate program is designed for part-time study.

Required Coursework:

| Code | Title | Hours |
|--------------------------------|--|-------|
| <i>Core Courses</i> | | |
| NE 450 | Principles of Nuclear Engineering | 3 |
| NE 438 or NE 538 | Fundamentals of Nuclear Materials | 3 |
| NE 537 | Radiation Effects on Materials | 3 |
| Select two from the following: | | 6 |
| NE 504 | Special Topics | |
| NE 512 | Nuclear Components Inspection | |
| NE 527 | Nuclear Material Storage, Transportation, and Disposal | |
| NE 551 | Nuclear Reactor Fuels | |
| NE 554 | Radiation Detection and Shielding | |
| NE 582 | Spent Nuclear Fuel Management and Disposition | |
| NE 585 | Nuclear Fuel Cycles | |
| NE 536 | Electrochemical Engineering | |

Total Hours

15

Courses to total 15 credits for this certificate

Students should consult with their academic advisor regarding this certificate.

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and

Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Online Only

Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

LO#1: Gain knowledge and skills in a wide range of nuclear materials engineering, from nuclear power generation and nuclear materials storage to medical isotope production.

LO#2 - An ability to select, design, and develop materials systems or components for different nuclear engineering applications such as current and advanced nuclear reactors, used fuel storage canisters, and radiation shielding systems using basic materials and nuclear engineering principles while following real-world constraints.

LO#3 - An ability to effectively communicate to clients, engineers, or the general public on topics related to engineering solutions in nuclear engineering, technologies, and/or related fields.

Overall, these learning outcomes demonstrate that students who have completed a certificate in nuclear materials engineering have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the nuclear industry. The students are well-prepared to pursue further education or employment in the nuclear field.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

The assessment process for the certificate in nuclear materials engineering will involve regular evaluations of the learning outcomes. This assessment process will include reporting on student homework assignments, term papers, quizzes, group projects, presentations, and exams. The summary of the evaluations will be submitted as part of the institutional assessment and accreditation process.

How will you ensure that the assessment findings will be used to improve the program?

Course syllabus and student evaluation will be reviewed each semester, and course content will be adjusted as necessary. The department will review the annual assessment feedback from the industry partner and department advisory boards, and exit surveys of the students. Corrective actions will be undertaken whenever students do not meet the expected criteria for learning outcomes, including emphasizing specific content and adding learning activities and resources as needed.

What direct and indirect measures will be used to assess student learning?

Direct measures will include exams, assignments, and class projects, which will be required for all the relevant classes. These tasks will be graded on a regular basis. Indirect measures will include self-assessment by students of achievement levels for each learning outcome. An exit survey will also be used as an indirect measure to assess student learning.

When will assessment activities occur and at what frequency?

Assessments of at least one learning outcome will be performed each year as part of the regular course activities. The department will evaluate the students' assessment, industry partners, and advisory boards' feedback and take corrective actions as necessary.

Student Learning Outcomes

Learning Objectives

LO#1: Gain knowledge and skills in a wide range of nuclear materials engineering, from nuclear power generation and nuclear materials storage to medical isotope production.

LO#2 - An ability to select, design, and develop materials systems or components for different nuclear engineering applications such as current and advanced nuclear reactors, used fuel storage canisters, and radiation shielding systems using basic materials and nuclear engineering principles while following real-world constraints.

LO#3 - An ability to effectively communicate to clients, engineers, or the general public on topics related to engineering solutions in nuclear engineering, technologies, and/or related fields.

Overall, these learning outcomes demonstrate that students who have completed a certificate in nuclear materials engineering have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the nuclear industry. The students are well-prepared to pursue further education or employment in the nuclear field.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

The nuclear industry is reviving and going through a renaissance. Nuclear energy is environmentally sustainable and is essential in the form of modular reactors and micro-reactors to charge the electric vehicles that will dominate the roads. The proliferation of nuclear energy and the safe operation of nuclear reactors depend highly on how we address the issues related to materials and their degradation. This certificate program will prepare the students to address the materials-related issues of nuclear engineering. This certificate will attract students from various disciplines. There are only two other universities (WSU-Tricities, and UWisconsin) that offer certificate programs in nuclear materials.

Furthermore, the certificate will help meet the employment needs of our industry partners. This certificate program is intended to prepare students for careers in the nuclear industry or nuclear medicine fields and future graduate studies in nuclear engineering. The department currently already offers the courses required for the certificate. All courses include nuclear-specific content.

Supporting Documents

538 Program Description for Nuclear Materials Engineering Certificate.pdf

Reviewer Comments

Linda Lundgren (lindalundgren) (Wed, 11 Oct 2023 22:54:08 GMT): Attached Program Description for #538

Linda Lundgren (lindalundgren) (Wed, 11 Oct 2023 23:37:20 GMT): Rollback: Rolling back to department. The two boxes of student learning outcomes must match. Please email Linda Lundgren at lindalundgren@uidaho.edu when SLO are corrected.

Linda Lundgren (lindalundgren) (Tue, 17 Oct 2023 16:03:10 GMT): Added Boise and Coeur d'Alene as a delivery location in CIM. Offered in Idaho Falls F2F; Moscow, Boise and CDA 100% distance either videoconference OR virtual Zoom OR Engineering Outreach.

Gwen Gorzelsky (gwen) (Wed, 01 Nov 2023 01:29:47 GMT): Rollback: Rolling back so Indy can revise to online delivery only, per 10.31.23 email exchange re: concerns about moving forward a proposal that aligns with SBOE Policy III.Z

Sydney Beal (sbeal) (Tue, 30 Jan 2024 23:04:03 GMT): Rollback: Rolled back for language revisions

Key: 538

538 Program Description for Nuclear Materials Engineering Certificate:

The Nuclear Materials Engineering certificate graduate program requires 15-credit coursework. The program is tailored toward providing students with the knowledge of fundamentals of nuclear science and engineering, materials engineering fundamentals, materials degradation and safety in reactor environments, and waste management.

115: DEPARTMENT OF NURSING

In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu; sandeschlueter@uidaho.edu)
3. Ready for UCC (disable)
4. UCC (none)
5. Post-UCC Registrar (none)
6. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
7. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu; sandeschlueter@uidaho.edu)
8. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu; sandeschlueter@uidaho.edu)
9. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brenadah@uidaho.edu; sandeschlueter@uidaho.edu)
10. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Wed, 27 Mar 2024 20:45:12 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Mon, 01 Apr 2024 21:36:59 GMT
Brenda Helbling (brenadah): Approved for Provost's Office
3. Tue, 02 Apr 2024 22:14:19 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
4. Tue, 16 Apr 2024 16:46:14 GMT
Sydney Beal (sbeal): Approved for UCC
5. Thu, 18 Apr 2024 19:57:00 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 26 Mar 2024 18:45:46 GMT

Viewing: Department of Nursing

Last edit: Tue, 26 Mar 2024 18:45:45 GMT

Changes proposed by: Stephanie Thomas

Faculty Contact

| Faculty Name | Faculty Email |
|----------------|---------------------|
| Jerry McMurtry | mcmurtry@uidaho.edu |

Request Type

Add/Drop a Department/School/Unit/College

Effective Catalog Year

2025-2026

Title

Department of Nursing

Request Details

The new School of Health and Medical Professions located within the College of Graduate Studies will be supported by the many excellent administrative and academic units at the University of Idaho main campus (Financial Services, Human Resources, Risk Management, Facilities Management, and Business & Administrative services). We are currently proposing the new school and six new programs under three departments (Department of Medicine, Department of Clinical Medicine and the Department of Nursing). The Department of Medicine and the Department of Clinical Medicine are already formed. Our Idaho WWAMI Medical Education program is also included in this organizational structure and is housed in the Department of Medicine.

Attach State Form

UI_School_Health_Medical Unit Proposal_rev3-21.pdf

Key: 115



Idaho State Board of Education

PROPOSAL FORM

Instructional and Administrative Units

| | |
|--------------------------------------|---|
| Date of Proposal Submission: | 09/26/2023, Revised 3/19/2024 per OSBE Request |
| Institution Submitting Proposal: | University of Idaho |
| Name of School, School, or Division: | The School of Health and Medical Professions |
| Name of Department(s) or Area(s): | Department of Medicine, Department of Clinical Medicine, Department of Nursing |
| Title of Proposed Unit | School of Health and Medical Professions |
| Proposed Implementation Date: | FY25 (Fall of 2024) |

Indicate whether this request is either of the following:

New Administrative Unit

New Instructional Unit

[Signature] 3/20/24
 Dean Date Vice President for Research (as applicable) Date

[Signature] 3/20/24
 Graduate Dean (as applicable) Date OSBE Program Manager/IDCTE Director,
 Program Services Date

[Signature] 3/20/24
 FVP/Chief Fiscal Officer Date State Administrator, IDCTE Date

[Signature]
 Provost/VP for Instruction Date Chief Financial Officer, OSBE Date

[Signature]
 President Date Chief Academic Officer, OSBE Date

SBOE/Executive Director or Designee Approval Date

What are the goals and objectives for the new unit?

As a unit of the University of Idaho, we intend to establish the School of Health and Medical Professions (SHAMP) which will provide the citizens of the State of Idaho an opportunity to fill a critical workforce shortage in healthcare. Idaho's population has been growing at an exceptional rate for five consecutive years, surpassing the national growth rate by a substantial margin. The mission of SHAMP is to improve the health of the people of Idaho by developing a robust academic health care delivery system that will educate and set forth a skilled workforce of healthcare professionals to attack this critical healthcare shortage.

To fulfill our mission, the following goals and objectives are set forth:

- To create educational opportunities to train the citizens of the State of Idaho in healthcare professions which will in turn expand and strengthen the healthcare services in Idaho.
- Expand health care academic programs to address the critical workforce shortage.
- Addressing Idaho's rural health care needs which often face the brunt of workforce shortages.
- Developing academic programs to help train and retain healthcare professionals, ensuring that even the most remote areas receive adequate medical and mental health services.
- Meeting the needs of the future which shows a continual population growth both in Idaho and nationally. This underscores the importance of establishing healthcare academic programs now to meet future workforce needs and reduce reliance on out-of-state recruitment.
- To build the school upon the highest quality, basic, applied, and clinical research available at the University of Idaho.

1. What is the relationship of the unit to the university's mission and priorities? Is the unit involved in instruction and if so, to what extent?

The mission of the University of Idaho is to shape the future through innovative thinking, community engagement and transformative education. The School of Health and Medical Professions stands firm in this mission by providing educational offerings that will transform the lives of our students through engaged learning and self-reflection. Our teaching and learning will include graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs will strive for excellence and will be enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff. The programs listed below have been identified as areas of workforce development to help meet the needs of the healthcare shortage.

The School of Health and Medical Professions will be the foundation on which our programs will grow. The school will be located within the College of Graduate Studies. Please note that the bulk of these specific programs are currently not being offered in our state institutions, except for the Physician's Assistant Program.

Doctorate Psychology (PsyD) program*

The entire state of Idaho is a mental health shortage area and Idaho has the lowest number of psychiatrists per capita. Considering overall mental health care, Mental Health America ranks Idaho 49th out of 51 (including D.C.) in adult care, 45th in youth care, while ranking 50th (second highest) in the prevalence of mental illness (19% average). The University of Idaho has a foundation of faculty and facilities that can be leveraged to develop a doctorate in this clinical psychology program that will address deficiencies in mental health care. Once implemented,

graduates will be able to focus on mental health needs related to early childhood development, adolescent, and young adult care needs, such as suicide prevention, substance use disorder and mental health counseling, and geriatric care.

Direct-Entry Master of Science in Nursing (MSN)

The University of Idaho has a foundation of faculty and facilities that can be leveraged to develop a Master of Science in Nursing (MSN). The MSN prepares the graduate for a position as a Registered Nurse, as well as a leadership role in varied settings such as hospitals, health department, clinics, among other practice areas.

Doctorate – Anatomical Science Education (DAS)*

Expert knowledge of the anatomical sciences is central to diagnosis and treatment of disease and as such in-depth coursework in this area has long been the foundation of health sciences curricula. Despite this, health sciences programs nationwide are facing an increasing shortage of highly trained anatomy educators. The Doctoral of Anatomical Sciences program is designed to train individuals to become fully qualified educators in all of the anatomical disciplines and conduct educational scholarly research for promotion and tenure.

Master of Science, Gerontology

The Master of Science in Gerontology prepares graduates to assume major leadership roles in the field of aging, primarily in the planning, administration, and evaluation of programs in the private and public sectors, as well as executive positions in the delivery of direct services to older people and their families and in the instruction of older adults and service providers.

Certified Registered Nurse Anesthetist (CRNA) Doctorate*

The practice of anesthesia is a recognized specialty in nursing. Considered an essential role to the health care workforce, nurse anesthetists provide anesthesia and related care before and after surgical, therapeutic, diagnostic, and obstetrical procedures. They also provide pain management and emergency services such as airway management.

Physician Assistant (PA) - Masters

Working interdependently with physicians, PAs (Physician Assistant) provide diagnostic and therapeutic patient care in virtually all medical specialties and settings. They take patient histories, perform physical examinations, order laboratory and diagnostic studies, prescribe medications, and develop patient treatment plans. Their job descriptions are as diverse as those of their supervising physicians, and include clinical practice, patient education, team leadership, medical education, health administration, and research.

***Program proposals are in process for each of these academic programs and will be submitted separately to SBOE for review and approval.**

2. What is the demand for the unit's services? What population will the unit serve?

Idaho's population has been growing at an exceptional rate for five consecutive years, surpassing the national growth rate by a substantial margin.

This population surge has strained the state's healthcare system, underscoring the necessity for expanding healthcare services within Idaho. For example, Idaho ranks at the bottom among all

states in terms of practicing physicians per capita. Moreover, a significant percentage of the state's physicians are approaching retirement age, further exacerbating the shortage.

Furthermore, it is quite evident that we simply do not have enough health care workers to take care of us and the situation could get worse if we do not act. The Idaho Business for Education sponsored a Health Care Summit in June of 2022 to address the workers' healthcare crisis. In the report, they explored why we have a crisis, how it affects our health care professionals and their patients, and it recommends specific ways our leaders can help solve it. One of the chief ways to solve this crisis is ramping up educational opportunities for the citizens in the State of Idaho. Please see following white paper from the Idaho Business for Education: <http://idahobe.org/wp-content/uploads/2022/08/HEALTH-CARE-SUMMIT-WHITE-PAPER-3.0.pdf>

Healthcare jobs in Idaho are projected to be the fastest growing professions this decade, with nearly 10,000 new jobs being projected, according to the Idaho Department of Labor. The population that the new School will serve encompasses a broad demographic from the classroom to the bedside, by training a healthcare workforce who will in turn provide essential healthcare services to the people of Idaho.

Based on this important need, we propose to create the School of Health and Medical Professions at the University of Idaho which will provide the citizens of the State of Idaho an opportunity to fill this critical workforce shortage. The school will include three new departments and six new programs, along with existing programs such as the WWAMI Medical Education program and the Athletic Training program. The areas of justification include the following:

- **Critical Workforce Shortage:** Idaho's healthcare workforce shortage poses a significant threat to public health and access to quality care. Expanding healthcare academic programs is essential to address this urgent need.
- **Enhancing Access to Care:** Building on the success of the WWAMI medical program and partnerships, this budget request will allow the University of Idaho to initiate new healthcare programs within the School of Health and Medical Professions.
- **Addressing Rural Healthcare Needs:** Rural communities often face the brunt of workforce shortages. Developing academic programs will help train and retain healthcare professionals, ensuring that even the most remote areas receive adequate medical and mental health services.
- **Future Demand:** Projected growth in demand for healthcare professionals, both in Idaho and nationally, underscores the importance of establishing healthcare academic programs now to meet future workforce needs and reduce reliance on out-of-state recruitment.

3. Describe the proposed unit's organizational structure.

The new School of Health and Medical Professions located within the College of Graduate Studies will be supported by the many excellent administrative and academic units at the University of Idaho main campus (Financial Services, Human Resources, Risk Management, Facilities Management, and Business & Administrative services). The Dean for the School of Health and Medical Professions provides leadership to the Administration and Business Affairs division, which includes an executive assistant, support staff in finance, marketing and strategic initiatives, and laboratory management. The dean will oversee five academic and

business divisions. We are currently proposing the new school and six new programs under three departments (Department of Medicine, Department of Clinical Medicine and the Department of Nursing). The Department of Medicine and the Department of Clinical Medicine are already formed. Our Idaho WWAMI Medical Education program is also included in this organizational structure and is housed in the Department of Medicine.

- 1) Department of Medicine
 - a) WWAMI Medical Education Program
 - b) Doctorate of Anatomical Sciences
 - c) Masters of Science – Gerontology

- 2) Department of Clinical Medicine
 - a) Doctorate of Psychology
 - b) Physician Assistant
 - c) Athletic Training

- 3) Department of Nursing*
 - a) Masters of Science – Nursing
 - b) Doctorate, Certified Registered Nurse Anesthetist

*To better align the proposed nursing programs with the University of Idaho policy, we propose to establish a Department of Nursing to be housed in the School of Health and Medical Professions. This will help to streamline and clarify our administrative tasks. We do not anticipate any additional cost. As instructed by board staff, this serves as our letter of notification process.

We are working closely with the College of Education, Health and Human Sciences to transition their Athletic Training Programs into the new School as shown on the attached organizational chart. In addition, our future strategic plan is to improve healthcare for all on-campus students and create “Vandal Health” which will provide hands-on experience and training for our students in these healthcare programs. Note: Please see the attached organizational chart.

4. What targets have been set to assess the proposed unit’s success in achieving objectives?

GOAL 1: A WELL, EDUCATED CITIZENRY – Continuously improve access to health and medical education for individuals of all backgrounds, ages, abilities, and economic means.

GOAL 2: CRITICAL THINKING AND INNOVATION - SHAMP will provide an environment for the development of innovative ideas, and practical and theoretical knowledge to foster the development of healthcare workers (psychologists, gerontologists, physician assistants, nurses, anatomists, and future physicians) who contribute to the health and wellbeing of Idaho’s people and communities.

GOAL 3: Effective and Efficient Delivery Systems – Deliver health and medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our health and medical education program goals for Idaho.

5. Briefly describe the processes that will demonstrate the quality of the unit.

1. Set School and program performance measures as a series of goals to meet over time.
2. Define goals and objectives of the school and its programs and evaluate.
3. Report and use the evaluation findings to improve the school, programs, and its courses.
4. Each program will have an assessment process to be used for continuous program improvement through the following mechanisms:
 - To evaluate how well students are achieving the intended learning outcomes, the following assessment processes will be employed:
 - Examinations and Quizzes: Regular assessments will include written examinations and quizzes to evaluate knowledge acquisition and critical thinking skills.
 - Clinical Skills Assessment: Clinical skills will be assessed through direct observation, practical examinations, and skills checklists during clinical rotations.
 - Case Studies and Care Plans: Students will complete case studies and care plans to demonstrate their ability to apply theoretical knowledge to real-world patient care scenarios.
 - Reflective Journals and Portfolios: Students will maintain reflective journals and e-portfolios, providing insights into their personal and professional growth.
 - Peer and Self-Assessment: Peer evaluations and self-assessments will be incorporated for group projects and personal reflection on skills development.

Assessment findings will be used for continuous program improvement through the following mechanisms:

- Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.
- Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.
- Faculty Development: Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement.
- Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

Assessment Activity Timing - Assessment activities will occur throughout the program at various frequencies:

- Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.
- Summative assessments (midterm, final examinations) will occur at the end of relevant courses and following year one and year two. Alumni and industry surveys will be completed two years following graduation.
- Clinical skills assessments and evaluations will be conducted during clinical rotations.
- Case studies, care plans, and projects will be assigned periodically.

6. Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable.

| Entering Enrollment | Program/Degree Title | |
|---|---|-----------------------|
| 15 | Direct Entry - Masters Degree, Nursing (MSN) | |
| 20 | Doctorate – Anatomical Science Education (DAS) - Self Support | |
| 20 | Masters of Science – Gerontology – Self Support | |
| 10 | Certified Registered Nurse Anesthetist (CRNA) - Self Support | |
| 20 | Physician Assistant | |
| 15 | Doctorate of Psychology (PsyD) | |
| Academic Personnel | | Description |
| 11 | Fulltime Faculty | |
| 4.5 | Parttime Faculty | |
| 7 | Administration and Staff | |
| Hospital/Clinic Training Sites | | Location |
| Gritman Medical Center and Medical Clinics | | Moscow, Idaho |
| St. Joseph Regional Medical Center | | Lewiston, Idaho |
| Tri State Hospital and Medical Clinics | | Clarkston, Washington |
| Whitman Hospital and Medical Clinics | | Colfax, Washington |
| Pullman Regional Hospital and Medical Clinics | | Pullman, Washington |
| Kootenai Medical Center | | Coeur d’Alene, Idaho |
| Bonner General Health | | Sandpoint, Idaho |
| North Idaho Acute Care Hospital | | Post Falls, Idaho |

7. Financial Impact: Using the **budget template**, provide a narrative budget summarizing the needs and requirements for implementing the new unit.

The WWAMI Medical Education Program has recently submitted a request for Fiscal Year 2025 to the State of Idaho for educational support to create a new School of Health and Medical Professions (SHAMP). Based on feedback from policymakers and Idaho business leaders, our request is dedicated to addressing healthcare workforce needs, one of the most pressing issues the state is facing today. We acknowledge the importance of flexibility to adapt to evolving challenges and workforce needs of the future. The budget summary is as follows:

Positions will be full-time, and part-time and most will be benefit-eligible.

Healthcare Workforce – this request for the new School includes the programs that will require State support (Doctorate in Psychology, along with state support for the new School which includes Associate Dean of Curriculum, Associate Dean of Clinical Curriculum, Associate Dean of Admissions and Assessment, as well as department chairs and program coordinators. (Requesting 3.5 FTP; \$539,200 total General Fund PC funding with benefits). In addition to the state support, SHAMP will match the FTE and salary for a total personnel cost of \$946,700 (includes fringe benefits) for 7.0 FTE.

All personnel costs are based on market data and costs for comparable positions as per the University of Idaho’s Market-based Compensation model.

The budget included in this proposal not only includes the budget request for FTE, salary and benefits that were submitted to the State of Idaho for FY25. It is necessary to include various expenditures to support the

School and its programs. Therefore, the budget for this proposal includes \$100,000 in operating expenditures, as well as a one-time request for \$200,000 in capital outlay for equipment costs. The total amount for the FY25 budget is \$1,046,700.00. Each following year includes a 5% inflation added to the budget for all expenditures.

Current staff and faculty will be re-directed. Faculty and staff within WWAMI will be redirected to the new School of Health and Medical Professions. Please see the organizational chart under supportive documentation.

Alternate funding has been identified for the Physician Assistance Program, as required by legislative intent for FY 2025.

In conclusion, the primary beneficiaries, if this request is granted, are the individuals and communities who will be served by future PAs or Nurses, Clinical Psychologists, and other graduates of the new School of Health and Medical Professions. Thus, the impact could encompass all of Idaho. The approval of the proposal will reduce shortages of health professionals and enable Idahoans seeking care to obtain it. Many Idahoans who seek these health professional degrees will be more likely to stay in Idaho to practice.

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

| | <u>FY 25</u> | | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | |
|-------------------------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|
| | FTE | Headcount | FTE | Headcount | FTE | Headcount | FTE | Headcount |
| A. New enrollments | | | | | | | | |
| B. Shifting enrollments | | | | | | | | |
| Total Enrollment | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |

II. REVENUE

| | <u>FY 25</u> | | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | |
|--|---------------------|---------------------|---------------------|------------|---------------------|------------|---------------------|------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| 1. New Appropriated Funding Requests | <u>\$589,200.00</u> | <u>\$100,000.00</u> | <u>\$618,660.00</u> | | <u>\$649,593.00</u> | | <u>\$682,072.00</u> | |
| 2. Institution Funds | <u>\$457,500.00</u> | <u>\$100,000.00</u> | <u>\$480,375.00</u> | | <u>\$504,393.00</u> | | <u>\$529,613.00</u> | |
| 3. Federal | | | | | | | | |
| 4. New Tuition Revenues from Increased Enrollments | | | | | | | | |
| 5. Student Fees | | | | | | | | |
| 6. Other (i.e., Gifts) | | | | | | | | |
| Total Revenue | <u>\$1,046,700</u> | <u>\$200,000</u> | <u>\$1,099,035</u> | <u>\$0</u> | <u>\$1,153,986</u> | <u>\$0</u> | <u>\$1,211,685</u> | <u>\$0</u> |

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

| | <u>FY 25</u> | | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | |
|-------------------------------------|------------------|------------|------------------|------------|--------------------|------------|--------------------|------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| A. Personnel Costs | | | | | | | | |
| 1. FTE | 7.0 | | 7.0 | | 7.0 | | 7.0 | |
| 2. Faculty | | | | | | | | |
| 3. Adjunct Faculty | | | | | | | | |
| 4. Graduate/Undergrad Assistants | | | | | | | | |
| 5. Research Personnel | | | | | | | | |
| 6. Directors/Administrators | 695000 | | 729750 | | 766237 | | 804549 | |
| 7. Administrative Support Personnel | 120000 | | 126000 | | 132300 | | 138915 | |
| 8. Fringe Benefits | 131700 | | 138285 | | 145199 | | 152459 | |
| 9. Other: | | | | | | | | |
| Total Personnel and Costs | <u>\$946,700</u> | <u>\$0</u> | <u>\$994,035</u> | <u>\$0</u> | <u>\$1,043,736</u> | <u>\$0</u> | <u>\$1,095,923</u> | <u>\$0</u> |

| | <u>FY 25</u> | | <u>FY 26</u> | | <u>FY 27</u> | | <u>FY 28</u> | |
|----------------------------------|--------------|----------|--------------|----------|--------------|----------|--------------|----------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| B. Operating Expenditures | | | | | | | | |
| 1. Travel | \$20,000.00 | | \$21,000.00 | | \$22,050.00 | | \$23,152.00 | |
| 2. Professional Services | \$10,000.00 | | \$10,500.00 | | \$11,025.00 | | \$11,576.00 | |
| 3. Other Services | | | | | | | | |
| 4. Communications | \$20,000.00 | | \$21,000.00 | | \$22,050.00 | | \$23,152.00 | |

| | | | | | | | | |
|--|------------------|------------|------------------|------------|------------------|------------|------------------|------------|
| 5. Materials and Supplies | \$40,000.00 | | \$42,000.00 | | \$44,100.00 | | \$46,305.00 | |
| 6. Rentals | | | | | | | | |
| 7. Materials & Goods for Manufacture & Resale | | | | | | | | |
| 8. Miscellaneous | \$10,000.00 | | \$10,500.00 | | \$11,025.00 | | \$11,577.00 | |
| Total Operating Expenditures | \$100,000 | \$0 | \$105,000 | \$0 | \$110,250 | \$0 | \$115,762 | \$0 |

| | FY | | FY | | FY | | FY | |
|-----------------------------|------------|------------------|------------|------------|------------|------------|------------|------------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| C. Capital Outlay | | | | | | | | |
| 1. Library Resources | | | | | | | | |
| 2. Equipment | | \$200,000.00 | | | | | | |
| Total Capital Outlay | \$0 | \$200,000 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

| | FY | | FY | | FY | | FY | |
|---|----------|----------|----------|----------|----------|----------|----------|----------|
| | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| D. Capital Facilities Construction or Major Renovation | | | | | | | | |

| | | | | | | | | |
|-----------------------|--|--|--|--|--|--|--|--|
| E. Other Costs | | | | | | | | |
| Utilities | | | | | | | | |

| | | | | | | | | |
|-----------------------------|--------------------|------------------|--------------------|------------|--------------------|------------|--------------------|------------|
| Maintenance & Repairs | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Other | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| Total Other Costs | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| TOTAL EXPENDITURES: | <u>\$1,046,700</u> | <u>\$200,000</u> | <u>\$1,099,035</u> | <u>\$0</u> | <u>\$1,153,986</u> | <u>\$0</u> | <u>\$1,211,685</u> | <u>\$0</u> |
| Net Income (Deficit) | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

| | |
|---------|---|
| D24-D26 | Salary/operational costs are split 50/50 between Appropriation and Institutional funds. State supports all fringe benefit. Please note: administrative support for the Physician Assistant Master's program will be provided from the self support fee. |
| D49 | FTE - 3.5 Appropriation / 3.5 Institution |
| D94 | Operating expenditures - these were not included in the budget request to the State of Idaho for FY25, but are necessary to support the sch |
| F104 | Capital Outlay - Equipment - Computers, components, software (one time) |
| Note | Inflation of 5% added each FY to salary and expenditures |
| | |
| | |
| | |



North Idaho College

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President's Office
(208)769-3303 phone
nick.swayne@nic.edu

18 March 2024

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear Idaho State Board of Education,

I am writing to express my wholehearted support for the University of Idaho and their proposed health professions programs. As President of North Idaho College, I am acutely aware of the healthcare challenges facing our state, particularly in northern Idaho, where shortages of healthcare providers have reached unprecedented levels.

The statistics paint a stark picture: with 98% of the state designated as health professional shortage areas, our citizens are left grappling with limited access to essential healthcare services. This not only impacts our economy but, more importantly, jeopardizes the well-being of our community members.

The University of Idaho's proposal to introduce a doctorate in clinical psychology (PsyD), a Physician Assistant program, and a direct entry Master of Science in Nursing are much-needed steps towards addressing these critical shortages. These programs are tailored to meet the specific needs of our region, where the shortage of healthcare professionals is most acute.

It's important to emphasize that these proposed programs are not intended to compete with existing offerings at other universities, but rather to complement and enhance the range of healthcare education available within the state. There is a clear and demonstrated need for these programs, with a level of interest that is currently underserved.

As we look towards the future, it is imperative that we invest in the growth of all health professional programs to ensure the vitality of our healthcare workforce. The University of Idaho, as our state's top research institution, is well-positioned to play a leading role in this endeavor.

(continued)

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I am enthusiastic about the prospect of collaboration between the University of Idaho's new health programs and our own North Idaho College health professions programs to expand collaborative initiatives. Together, we can work towards meeting the healthcare needs of northern Idaho and the state as a whole.

Thank you for your attention to this matter. I stand ready to offer any assistance or support necessary to bring these vital programs to fruition.

Sincerely,

A handwritten signature in black ink that reads "Nick Swayne". The signature is written in a cursive style with a large, looping initial "N".

Nick Swayne, PhD
President, North Idaho College

117: CHANGES TO GENERAL EDUCATION COURSE LISTS: REGULATION J-3

In Workflow

1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
6. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
7. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
8. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
9. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Wed, 27 Mar 2024 20:45:25 GMT
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Wed, 27 Mar 2024 21:17:24 GMT
Sydney Beal (sbeal): Approved for Ready for UCC
3. Tue, 02 Apr 2024 18:38:25 GMT
Sydney Beal (sbeal): Approved for UCC
4. Wed, 03 Apr 2024 15:57:25 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar
5. Thu, 18 Apr 2024 23:53:21 GMT
Sydney Beal (sbeal): Rollback to Post-UCC Registrar for Provost's Office
6. Thu, 18 Apr 2024 23:59:25 GMT
Sydney Beal (sbeal): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Wed, 27 Mar 2024 16:04:18 GMT

Viewing: Changes to General Education Course Lists: Regulation J-3

Last edit: Wed, 27 Mar 2024 16:04:17 GMT

Changes proposed by: Rebecca Frost

Faculty Contact

| Faculty Name | Faculty Email |
|---------------|---------------------|
| Dean Panttaja | panttaja@uidaho.edu |

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2024-2025

Title

Changes to General Education Course Lists: Regulation J-3

Request Details

Changes to Regulation J-3

- J-3-c Scientific Ways of Knowing
Add NR 213 Indigenous Science Ways of Knowing (3 cr)
- J-3-e Humanistic & Artistic Ways of Knowing
Add LARC 150 Landscape, Culture & the Environment (3 cr)
- J-3-e Social & Behavioral Ways of Knowing
Add HDFS 105 Individual & Family Development (3cr)
Add MVSC 201 Survey of Health, Fitness, Sport & Wellbeing (3 cr)

J-3-f American Diversity

Add MVSC 201 Survey of Health, Fitness, Sport & Wellbeing (3cr)

J-3-f International

Add ATD 419 Dress & Culture (3 cr)

Add LARC 150 Landscape, Culture & the Environment (3 cr)

Remove POLS 480 Politics of Development (3 cr)

J-3-g Capstone Experience

Add ATD 424 Apparel Design Studio (4cr)

Add FIRE 213 Vegetation Management (3 cr)

Add FOR 296 Forest Harvesting Practicum (3 cr)

Add INTR 250 Career Purpose & Insight (0-1 cr)

Add NR 421 Advanced Field Ecology (2 cr)

Supporting Documents

J-3-c Natural Sciences.docx

J-3-g Capstone.docx

J-3-f International.docx

J-3-f American Diversity.docx

J-3-e Social Sciences.docx

J-3-e Humanities.docx

Reviewer Comments

Sydney Beal (sbeal) (Thu, 18 Apr 2024 23:53:21 GMT): Rollback: Rolled back per missing Faculty Senate step

Key: 117

J-3-c. Scientific Ways of Knowing (8 credits , from two different disciplines, which include two accompanying labs OR 7 credits which includes a Core Science (CORS) course and one course with lab)

The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications.

Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science courses of the general education curriculum will demonstrate competency in the following areas:

1. knowledge of scientific principles;
2. the ability to write clearly and concisely using the style appropriate to the sciences;
3. the ability to interpret scientific data;
4. the ability to analyze experimental design critically; and
5. the development of laboratory skills.

| Code | Title | Hours |
|--|---|--------------|
| BIOL 102 & 102L | Biology and Society and Biology and Society Lab | 4 |
| BIOL 114 | Organisms and Environments | 4 |
| BIOL 115 & 115L | Cells and the Evolution of Life and Cells and the Evolution of Life Laboratory | 4 |
| BIOL 250 & BIOL 255 | General Microbiology and General Microbiology Lab | 5 |
| CHEM 101 & 101L | Introduction to Chemistry and Introduction to Chemistry Laboratory | 4 |

| Code | Title | Hours |
|--|--|--------------|
| CHEM 111 & 111L | General Chemistry I and General Chemistry I Laboratory | 4 |
| CORS 205-297 | | 3 |
| ENVS 101 & ENVS 102 | Introduction to Environmental Science and Field Activities in Environmental Sciences | 4 |
| EPPN 154 & EPPN 155 | Microbiology and the World Around Us and Microbiology and the World Around Us: Laboratory | 4 |
| GEOG 100 & 100L | Introduction to Planet Earth and Introduction to Planet Earth Lab | 4 |
| GEOL 101 & 101L | Physical Geology and Physical Geology Lab | 4 |
| GEOL 102 & 102L | Historical Geology and Historical Geology Lab | 4 |
| GEOL 212 | Dinosaurs and Prehistoric Life | 4 |
| NR 213 | Indigenous Science Ways of Knowing | 3 |
| PHYS 100 & 100L | Fundamentals of Physics and Fundamentals of Physics Lab | 4 |
| PHYS 103 & PHYS 104 | General Astronomy and Astronomy Lab | 4 |
| PHYS 111 & 111L | General Physics I and General Physics I Lab | 4 |
| PHYS 112 & 112L | General Physics II and General Physics II Lab | 4 |
| PHYS 211 & 211L | Engineering Physics I and Laboratory Physics I | 4 |
| PHYS 212 & 212L | Engineering Physics II and Laboratory Physics II | 4 |
| SOIL 205 & SOIL 206 | The Soil Ecosystem and The Soil Ecosystem Lab | 4 |
| Course List | | |

J-3-g. Capstone Experience

One course chosen from the approved Capstone Experience courses listed below.

Approved Capstone Experience Courses:

| Code | Title | Hours |
|-------------|---|--------------|
| AGEC 478 | Advanced Agribusiness Management | 3 |
| AGED 471 | Senior Capstone in Agricultural Education | 2 |
| AGED 498 | Internship (Max 10 credits) | 1-10 |
| ANTH 455 | Anthropology Senior Research | 3 |
| ARCH 454 | Architectural Design: Vertical Studio | 6 |
| ART 410 | Professional Practices | 2 |
| ART 490 | BFA Art/Design Studio | 6 |
| ART 495 | Critical Art Writing Seminar | 3 |
| ATD 424 | Apparel Design Studio | 4 |
| AVS 450 | Issues in Animal Agriculture | 2 |
| BE 478 | Engineering Design I | 3 |
| BE 479 | Engineering Design II | 3 |
| BE 491 | Senior Seminar | 1 |
| BIOL 401 | Undergraduate Research | 1-4 |
| BIOL 407 | Practicum in Biology Laboratory Teaching | 2-6 |
| BIOL 408 | Human Anatomy and Physiology Laboratory Pedagogy | 2-4 |
| BIOL 411 | Senior Capstone | 2 |
| BIOL 425 | Experimental Field Ecology | 3 |
| BUS 490 | Strategic Management | 3 |
| CE 494 | Senior Design Project | 3 |
| CHE 452 | Environmental Management and Design | 1-16 |
| CHE 454 | Process Analysis and Design II | 3 |
| CHEM 409 | Proseminar | 1 |
| COMM 453 | Communication Theory | 3 |
| CRIM 461 | Capstone:Justice Policy Issues | 3 |
| CRIM 462 | Senior Practicum | 3 |
| CRIM 464 | Criminology Abroad | 3 |
| CS 481 | CS Senior Capstone Design II | 3 |
| CYB 481 | Cybersecurity Senior Capstone Design II | 3 |

| Code | Title | Hours |
|-------------|--|--------------|
| DAN 490 | Senior Project | 2 |
| ECE 481 | EE Senior Design II | 3 |
| ECE 483 | Computer Engineering Senior Design II | 3 |
| ECON 490 | Economic Theory and Policy | 3 |
| ENGL 440 | Professional Writing Portfolio | 3 |
| ENGL 490 | Creative & Literary Portfolio | 3 |
| EDCI 401 | Internship Seminar | 1 |
| EDCI 485 | Secondary Internship | 15 |
| ENT 438 | Pesticides in the Environment | 3 |
| ENVS 497 | Senior Research | 2-4 |
| HDFS 401 | Professional Ethics and Practice in CFCS | 1 |
| | | |
| FN 492 | Nutrition Education | 3 |
| ECDE 497 | INTERN: Preschool | 1-16 |
| FIRE 213 | Vegetation Management | 3 |
| FOR 296 | Forest Harvesting Practicum | 3 |
| FISH 418 | Fisheries Management | 4 |
| FISH 473 | ECB Senior Presentation | 1 |
| FISH 495 | Fisheries Seminar | 1 |
| FL 401 | MLC International Experience | 1 |
| FOR 424 | Silviculture Principles and Practices | 4 |
| FOR 427 | Prescribed Burning Lab | 3 |
| FOR 473 | ECB Senior Presentation | 1 |
| FOR 490 | The Resilient Landscape | 3 |
| FS 489 | Food Product Development | 3 |
| FSP 473 | Ecology and Conservation Biology Senior Thesis | 1 |
| FSP 495 | Product Development and Brand Management | 3 |
| FTV 476 | Advanced Filmmaking II | 3 |
| GEOG 493 | Senior Capstone in Geography | 3 |
| GEOL 490 | Geology Field Camp | 3 |
| HIST 495 | History Senior Seminar | 3 |
| IAD 452 | Interior Architecture and Design VI | 6 |
| INDT 484 | Industrial Technology Capstone I | 3 |
| INTR 250 | Career Purpose and Insight | 0-1 |

| Code | Title | Hours |
|-------------|--|--------------|
| INTR 401 | Career and Leadership Development | 2 |
| INTR 440 | Honors Presentations | 1 |
| INTR 454 | Honors Thesis or Portfolio | 3 |
| IS 495 | International Studies Senior Seminar | 3 |
| JAMM 448 | Law of Mass Media | 3 |
| LARC 480 | The Resilient Landscape | 3 |
| MATH 415 | Cryptography | 3 |
| MATH 437 | Mathematical Biology | 3 |
| ME 424 | Mechanical Systems Design I | 3 |
| ME 426 | Mechanical Systems Design II | 3 |
| MKTG 495 | Product Development and Brand Management | 3 |
| MSE 454 | Process Analysis & Design II | 3 |
| MUSA 490 | Half Recital | 0 |
| MUSA 491 | Recital | 0 |
| MUSC 490 | Senior Recital | 0 |
| MUST 432 | Practicum: Music Teaching | 11 |
| MVSC 486 | Healthy Active Lifestyle Assessment and Intervention | 3 |
| NR 421 | Advanced Field Ecology | 2 |
| NRS 473 | ECB Senior Presentation | 1 |
| NRS 476 | Environmental Project Management and Decision Making | 4 |
| ORGS 410 | Capstone Project in Organizational Sciences | 1-6 |
| PEP 495 | Practicum | 1 |
| PEP 498 | Internship in Exercise Science & Health | 1-16 |
| PHIL 490 | Senior Seminar | 3 |
| PHYS 492 | Senior Research | 1 |
| PLSC 438 | Pesticides in the Environment | 3 |
| POLS 490 | Senior Experience | 3 |
| PSYC 415 | History and Systems of Psychology | 3 |
| REM 456 | Integrated Rangeland Management | 3 |
| REM 473 | ECB Senior Presentation | 1 |
| RSTM 498 | Internship in Recreation, Sport, and Tourism | 1-16 |
| SOC 460 | Capstone: Sociology in Action | 3 |
| SOC 462 | Senior Practicum | 3 |

| Code | Title | Hours |
|-------------|-----------------------------|--------------|
| SOIL 427 | Sustainable Food Systems | 3 |
| STAT 436 | Applied Regression Modeling | 3 |
| THE 483 | Senior Capstone Project | 1 |
| VTD 457 | Capstone Design Studio I | 6 |
| WLF 473 | ECB Senior Presentation | 1 |
| WLF 492 | Wildlife Management | 4 |

Course List

J-3-f International

Approved International Courses:

| Code | Title | Hours |
|----------|---|-------|
| AGEC 447 | International Development Economics | 3 |
| AGEC 481 | Agricultural Markets in a Global Economy | 3 |
| AGED 406 | Exploring International Agriculture | 3 |
| ANTH 102 | Cultural Anthropology | 3 |
| ANTH 261 | Language and Culture | 3 |
| ANTH 462 | Human Issues in International Development | 3 |
| ART 100 | Introduction to Art: Why Art Matters | 3 |
| ART 213 | History and Theory of Modern Design | 3 |
| ART 302 | Modern Art and Theory | 3 |
| ART 303 | Contemporary Art and Theory | 3 |
| ATD 419 | Dress and Culture | 3 |
| CHIN 101 | Elementary Chinese I | 4 |
| CHIN 102 | Elementary Chinese II | 4 |
| CHIN 201 | Intermediate Chinese I | 4 |
| CHIN 202 | Intermediate Chinese II | 4 |
| COMM 335 | Intercultural Communication | 3 |
| CRIM 336 | Comparative Criminal Justice Systems | 3 |
| ECON 446 | International Economics | 3 |
| ECON 447 | International Development Economics | 3 |
| ENVS 225 | International Environmental Issues Seminar | 3 |
| FLEN 307 | Institutions of the European Union | 3 |
| FLEN 313 | French/Francophone Literature in Translation | 3 |
| FLEN 315 | French/Francophone Cinema in Translation | 3 |
| FLEN 324 | Topics in German Literature in Translation | 3 |
| FLEN 331 | Japanese Anime | 3 |
| FLEN 391 | Hispanic Film | 3 |
| FLEN 394 | Latin American Literature in Translation | 3 |
| FN 450 | Global Nutrition | 3 |
| FREN 101 | Elementary French I | 4 |
| FREN 102 | Elementary French II | 4 |
| FREN 201 | Intermediate French I | 4 |
| FREN 202 | Intermediate French II | 4 |
| FREN 301 | Advanced French Grammar | 3 |
| FREN 302 | Advanced French Writing Skills | 3 |
| FREN 304 | Connecting French Language and Culture | 3 |
| FREN 307 | French Phonetics | 3 |
| FREN 308 | Advanced French Conversation | 3 |
| FREN 407 | French & Francophone Literatures | 3 |
| FREN 408 | French and Francophone Culture and Institutions | 3 |
| FTV 200 | Global Film Styles | 3 |

| Code | Title | Hours |
|-------------|---|--------------|
| GEOG 165 | Human Geography | 3 |
| GEOG 200 | World Cultures and Globalization | 3 |
| GEOG 260 | Introduction to Geopolitics | 3 |
| GEOG 350 | Sustainability of Global Development | 3-4 |
| GEOG 360 | Population Dynamics and Distribution | 3-4 |
| GEOG 365 | Geopolitics and Conflict | 3 |
| GERM 101 | Elementary German I | 4 |
| GERM 102 | Elementary German II | 4 |
| GERM 201 | Intermediate German I | 4 |
| GERM 202 | Intermediate German II | 4 |
| GERM 301 | German Reading and Writing | 3 |
| GERM 302 | German Listening and Speaking | 3 |
| GERM 420 | Topics in German Culture & Literature - Themes | 3 |
| GERM 440 | German Media | 3 |
| HIST 101 | World History I | 3 |
| HIST 102 | World History II | 3 |
| HIST 180 | Introduction to East Asian History | 3 |
| HIST 270 | Introduction to Greek and Roman Civilization | 3 |
| HIST 315 | Comparative African-American Cultures | 3 |
| HIST 357 | Women in Pre-Modern European History | 3 |
| HIST 371 | History of England | 3 |
| HIST 372 | History of England | 3 |
| HIST 379 | History of Science II: 1700-Present | 3 |
| HIST 380 | Disease and Culture: History of Western Medicine | 3 |
| HIST 430 | U.S. Diplomatic History | 3 |
| HIST 438 | Modern Mexico and the Americas | 3 |
| HIST 439 | Modern Latin America | 3 |
| HIST 440 | Social Revolution in Latin America | 3 |
| HIST 441 | Slavery and Freedom in the Americas | 3 |
| HIST 442 | The Medieval Church: Europe in the Early and High Middle Ages | 3 |
| HIST 443 | The Medieval State: Europe in the High and Late Middle Ages | 3 |
| HIST 445 | Medieval English Constitutional and Legal History: 1066-1485 | 3 |
| HIST 447 | The Renaissance | 3 |
| HIST 448 | The Reformation | 3 |
| HIST 452 | Europe in the Age of the Revolution, 1770-1880 | 3 |
| HIST 456 | Anti-Semitism and the Holocaust | 3 |
| HIST 457 | History of the Middle East | 3 |
| HIST 460 | Conspiracies and Secret Societies in History | 3 |
| HIST 466 | Eastern Europe Since 1774 | 3 |
| HIST 467 | Russia to 1894 | 3 |

| Code | Title | Hours |
|-------------|--|--------------|
| HIST 468 | Russia and Soviet Union Since 1894 | 3 |
| HIST 482 | Japan, 1600 to Present | 3 |
| HIST 484 | Modern China, 1840s to Present | 3 |
| HIST 485 | Chinese Social and Cultural History | 3 |
| IAD 281 | History of Interiors I | 3 |
| IAD 282 | History of Interiors II | 3 |
| IS 225 | International Environmental Issues Seminar | 3 |
| IS 325 | The Contemporary Muslim World | 3 |
| IS 326 | Africa Today | 3 |
| IS 350 | Sports and International Affairs | 3 |
| IS 370 | African Community, Culture, and Music | 1-3 |
| JAMM 490 | Issues in Global Media | 3 |
| JAPN 101 | Elementary Japanese I | 4 |
| JAPN 102 | Elementary Japanese II | 4 |
| JAPN 201 | Intermediate Japanese I | 4 |
| JAPN 202 | Intermediate Japanese II | 4 |
| JAPN 301 | Japanese Reading | 3 |
| JAPN 303 | Japanese Speaking | 3 |
| LARC 150 | Landscape, Culture & the Environment | 3 |
| LARC 390 | Italian Hill Towns and Urban Centers | 3 |
| LARC 491 | Italian Hill Towns and Urban Centers | 3 |
| LAS 306 | Culture and Institutions of Latin America | 3 |
| LAS 391 | Hispanic Film | 3 |
| LAS 394 | Latin American Literature in Translation | 3 |
| LAS 409 | Modern Latin American Society | 3 |
| LAS 413 | Spanish American Short Fiction | 3 |
| LAS 422 | Mexican Culture through Cinema | 3 |
| LAS 438 | Modern Mexico and the Americas | 3 |
| LAS 439 | Modern Latin America | 3 |
| LAS 441 | Slavery and Freedom in the Americas | 3 |
| LAS 462 | Human Issues in International Development | 3 |
| MUSH 108 | Music of the World | 3 |
| MUSH 111 | Introduction to the World of Music | 3 |
| MUSH 420 | Studies in World Music | 3 |
| POLS 205 | Introduction to Comparative Politics | 3 |
| POLS 237 | Introduction to International Politics | 3 |
| POLS 307 | Institutions of the European Union | 3 |
| POLS 338 | American Foreign Policy | 3 |
| POLS 381 | European Politics | 3 |
| POLS 385 | Political Psychology | 3 |
| POLS 420 | Introduction to Asian Politics | 3 |
| POLS 449 | World Politics and War | 3 |

| Code | Title | Hours |
|-------------|---|--------------|
| POLS 487 | Political Violence and Revolution | 3 |
| RSTM 380 | Principles of Travel and Tourism | 3 |
| SPAN 101 | Elementary Spanish I | 4 |
| SPAN 102 | Elementary Spanish II | 4 |
| SPAN 104 | Elementary Spanish Transition | 4 |
| SPAN 201 | Intermediate Spanish I | 4 |
| SPAN 202 | Intermediate Spanish II | 4 |
| SPAN 301 | Advanced Grammar | 3 |
| SPAN 302 | Advanced Composition | 3 |
| SPAN 303 | Spanish Conversation | 3 |
| SPAN 305 | Culture and Institutions of Spain | 3 |
| SPAN 306 | Culture and Institutions of Latin America | 3 |
| SPAN 308 | Proficiency in Reading | 3 |
| SPAN 310 | Spanish for the Professions I | 3 |
| SPAN 401 | Readings: Spanish Literature | 3 |
| SPAN 402 | Readings: Spanish American Literature | 3 |
| SPAN 409 | Modern Latin American Society | 3 |
| SPAN 412 | Spanish Short Fiction | 3 |
| SPAN 413 | Spanish American Short Fiction | 3 |
| SPAN 419 | Latin America Theatre Through Literature | 3 |
| SPAN 420 | Modern Spanish Theatre Through Literature | 3 |
| SPAN 421 | Bilingual and Bicultural Identities | 3 |
| SPAN 422 | Mexican Culture through Cinema | 3 |
| SPAN 423 | Culture and Identity in Spanish Cinema | 3 |

J-3-f**Approved American Diversity Courses:**

| Code | Title | Hours |
|---------------------------------|---|--------------|
| <u>AIST 320</u> | Native American & Indigenous Film | 3 |
| <u>AIST 411</u> | Native American Architecture | 3 |
| <u>AIST 422</u> | Contemporary Pacific Northwest Indians | 3 |
| <u>AIST 484</u> | Native American and Indigenous Literature | 3 |
| <u>AMST 301</u> | Studies in American Culture | 3 |
| <u>ANTH 329</u> | Contemporary North American Indians | 3 |
| <u>ANTH 350</u> | Food, Culture, and Society | 3 |
| <u>ANTH 422</u> | Contemporary Pacific Northwest Indians | 3 |
| <u>ARCH 411</u> | Native American Architecture | 3 |
| <u>COMM 432</u> | Gender and Communication | 3 |
| <u>CORS 232</u> | Science on Your Plate: Food Safety, Risks and Technology | 3 |
| <u>CRIM 439</u> | Inequalities in the Justice System | 3 |
| <u>DAN 100</u> | Dance in Society | 3 |
| <u>EDCI 302</u> | Teaching Culturally Diverse Learners | 3 |
| <u>ENGL 380</u> | U.S. Ethnic Literature | 3 |
| <u>ENGL 384</u> | Native American and Indigenous Literature | 3 |
| <u>ENGL 402</u> | Internship in Tutoring Writing | 3 |
| <u>HIST 111</u> | United States History I | 3 |
| <u>HIST 112</u> | United States History II | 3 |
| <u>HIST 316</u> | American Indian History | 3 |
| <u>HIST 414</u> | History and Film | 3 |
| <u>HIST 420</u> | History of Women in American Society | 3 |
| <u>HIST 424</u> | American Environmental History | 3 |
| <u>HIST 454</u> | Pictures and Power: Photography, Politics, and American History | 3 |
| <u>HIST 461</u> | Idaho and the Pacific Northwest | 3 |
| <u>HIST 462</u> | History of the American West | 3 |
| <u>IAD 443</u> | Universal Design | 3 |

| Code | Title | Hours |
|---------------------------------|--|--------------|
| <u>JAMM 340</u> | Media and Diversity | 3 |
| <u>JAMM 441</u> | (s)Adv Concepts Media/Diversity | 3 |
| <u>JAMM 445</u> | History of Mass Media | 3 |
| <u>MUSH 104</u> | Jazz: An African American Art Form | 3 |
| <u>MUSH 106</u> | Women in American Popular Music | 3 |
| <u>MUSH 410</u> | Studies in Jazz History | 3 |
| <u>MUSI 100</u> | Introduction to Music | 3 |
| MVSC 201 | Survey of Health, Fitness, Sport & Wellbeing | 3 |
| <u>POLS 101</u> | American National Government | 3 |
| <u>POLS 333</u> | American Political Culture | 3 |
| <u>POLS 468</u> | Civil Liberties | 3 |
| <u>PSYC 315</u> | Psychology of Women | 3 |
| <u>PSYC 419</u> | Adult Development and Aging | 3 |
| <u>RELS 422</u> | Contemporary Pacific Northwest Indians | 3 |
| <u>RSTM 106</u> | Introduction to Sport Management | 3 |
| <u>SOC 201</u> | Introduction to Inequity and Justice | 3 |
| <u>SOC 350</u> | Food, Culture, and Society | 3 |
| <u>SPAN 411</u> | Chicano and Latino Literature | 3 |
| <u>WGSS 201</u> | Introduction to Women's, Gender, and Sexuality Studies | 3 |

Course List

J-3-e. Humanistic and Artistic Ways of Knowing (6 credits, from two different disciplines) and Social and Behavioral Ways of Knowing (6 credits, from two different disciplines)

The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanistic and Artistic Ways of Knowing courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social and Behavioral Ways of Knowing courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Some courses on the humanities and social science lists may also satisfy the American diversity or international requirement.

Approved Social and Behavioral Ways of Knowing Courses:

| Code | Title | Hours |
|---------------------------------|---|--------------|
| <u>ANTH 100</u> | Introduction to Anthropology | 3 |
| <u>ANTH 101</u> | Biological Anthropology | 3 |
| <u>ANTH 102</u> | Cultural Anthropology | 3 |
| <u>ANTH 261</u> | Language and Culture | 3 |
| <u>ANTH 329</u> | Contemporary North American Indians | 3 |
| <u>ANTH 350</u> | Food, Culture, and Society | 3 |
| <u>ANTH 462</u> | Human Issues in International Development | 3 |
| <u>COMM 233</u> | Interpersonal Communication | 3 |

| Code | Title | Hours |
|---------------------------------|---|--------------|
| <u>COMM 335</u> | Intercultural Communication | 3 |
| <u>COMM 410</u> | Conflict Management | 3 |
| <u>CRIM 101</u> | Introduction to Criminology | 3 |
| <u>CRIM 336</u> | Comparative Criminal Justice Systems | 3 |
| <u>CRIM 439</u> | Inequalities in the Justice System | 3 |
| <u>ECON 201</u> | Principles of Macroeconomics | 3 |
| <u>ECON 202</u> | Principles of Microeconomics | 3 |
| <u>ECON 272</u> | Foundations of Economic Analysis | 4 |
| <u>EDCI 201</u> | Contexts of Education | 3 |
| <u>EDCI 301</u> | Learning, Development, and Assessment | 3 |
| <u>FLEN 270</u> | Introduction to Greek and Roman Civilization | 3 |
| <u>FLEN 307</u> | Institutions of the European Union | 3 |
| <u>FOR 235</u> | Society and Natural Resources | 3 |
| <u>GEOG 165</u> | Human Geography | 3 |
| <u>GEOG 200</u> | World Cultures and Globalization | 3 |
| <u>GEOG 260</u> | Introduction to Geopolitics | 3 |
| <u>GEOG 365</u> | Geopolitics and Conflict | 3 |
| HDFS 105 | Individual and Family Development | 3 |
| <u>HIST 101</u> | World History I | 3 |
| <u>HIST 102</u> | World History II | 3 |
| <u>HIST 111</u> | United States History I | 3 |
| <u>HIST 112</u> | United States History II | 3 |
| <u>HIST 180</u> | Introduction to East Asian History | 3 |
| <u>HIST 315</u> | Comparative African-American Cultures | 3 |
| <u>HIST 462</u> | History of the American West | 3 |
| <u>HIST 461</u> | Idaho and the Pacific Northwest | 3 |
| <u>HIST 380</u> | Disease and Culture: History of Western Medicine | 3 |
| <u>HIST 420</u> | History of Women in American Society | 3 |
| <u>HIST 424</u> | American Environmental History | 3 |
| <u>HIST 430</u> | U.S. Diplomatic History | 3 |
| <u>HIST 438</u> | Modern Mexico and the Americas | 3 |
| <u>HIST 439</u> | Modern Latin America | 3 |
| <u>HIST 440</u> | Social Revolution in Latin America | 3 |
| <u>HIST 441</u> | Slavery and Freedom in the Americas | 3 |
| <u>HIST 452</u> | Europe in the Age of the Revolution, 1770-1880 | 3 |
| <u>HIST 454</u> | Pictures and Power: Photography, Politics, and American History | 3 |

| Code | Title | Hours |
|--------------------------|---|--------------|
| HIST 456 | Anti-Semitism and the Holocaust | 3 |
| HIST 457 | History of the Middle East | 3 |
| HIST 460 | Conspiracies and Secret Societies in History | 3 |
| HIST 462 | History of the American West | 3 |
| HIST 466 | Eastern Europe Since 1774 | 3 |
| HIST 467 | Russia to 1894 | 3 |
| HIST 468 | Russia and Soviet Union Since 1894 | 3 |
| HIST 482 | Japan, 1600 to Present | 3 |
| HIST 484 | Modern China, 1840s to Present | 3 |
| IS 325 | The Contemporary Muslim World | 3 |
| IS 326 | Africa Today | 3 |
| IS 350 | Sports and International Affairs | 3 |
| JAMM 100 | Media and Society | 3 |
| LAS 462 | Human Issues in International Development | 3 |
| MKTG 321 | Marketing | 3 |
| MVSC 201 | Survey of Health, Fitness, Sport & Wellbeing | 3 |
| NRS 125 | Introduction to Conservation and Natural Resources | 3 |
| NRS 235 | Society and Natural Resources | 3 |
| POLS 101 | American National Government | 3 |
| POLS 205 | Introduction to Comparative Politics | 3 |
| POLS 237 | Introduction to International Politics | 3 |
| POLS 307 | Institutions of the European Union | 3 |
| POLS 331 | American Political Parties and Elections | 3 |
| POLS 332 | American Congress | 3 |
| POLS 333 | American Political Culture | 3 |
| POLS 338 | American Foreign Policy | 3 |
| POLS 381 | European Politics | 3 |
| PSYC 101 | Introduction to Psychology | 3 |
| RSTM 104 | Recreation, Sport, and Tourism in Healthy Communities | 3 |
| RSTM 380 | Principles of Travel and Tourism | 3 |
| SOC 101 | Introduction to Sociology | 3 |
| SOC 230 | Social Problems | 3 |
| SOC 350 | Food, Culture, and Society | 3 |

Course List

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The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

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Social and Behavioral Ways of Knowing courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Some courses on the humanities and social science lists may also satisfy the American diversity or international requirement.

Approved Humanistic and Artistic Ways of Knowing Courses:

| Code | Title | Hours |
|---------------------------------|---------------------------------------|--------------|
| <u>AGED 263</u> | History of U.S. and World Agriculture | 3 |
| <u>AMST 301</u> | Studies in American Culture | 3 |
| <u>ARCH 151</u> | Introduction to the Built Environment | 3 |
| <u>ART 100</u> | Introduction to Art: Why Art Matters | 3 |
| <u>ART 205</u> | Visual Culture | 3 |
| <u>ART 213</u> | History and Theory of Modern Design | 3 |
| <u>ART 302</u> | Modern Art and Theory | 3 |
| <u>ART 407</u> | New Media | 3 |

| Code | Title | Hours |
|---------------------------------|---|--------------|
| <u>CHIN 101</u> | Elementary Chinese I | 4 |
| <u>CHIN 102</u> | Elementary Chinese II | 4 |
| <u>DAN 100</u> | Dance in Society | 3 |
| <u>ENGL 175</u> | Literature and Ideas | 3 |
| <u>ENGL 257</u> | Survey of Western World Literature I | 3 |
| <u>ENGL 258</u> | Survey of Western World Literature II | 3 |
| <u>ENGL 267</u> | Survey of British Literature I | 3 |
| <u>ENGL 268</u> | Survey of British Literature II | 3 |
| <u>ENGL 277</u> | Survey of American Literature I | 3 |
| <u>ENGL 278</u> | Survey of American Literature II | 3 |
| <u>ENGL 290</u> | Introduction to Creative Writing | 3 |
| <u>ENGL 322</u> | Climate Change Fiction | 3 |
| <u>ENGL 345</u> | Shakespeare | 3 |
| <u>FLEN 210</u> | Introduction to Classic Mythology | 3 |
| <u>FLEN 243</u> | English Word Origins | 3 |
| <u>FLEN 313</u> | French/Francophone Literature in Translation | 3 |
| <u>FLEN 324</u> | Topics in German Literature in Translation | 3 |
| <u>FLEN 331</u> | Japanese Anime | 3 |
| <u>FLEN 391</u> | Hispanic Film | 3 |
| <u>FLEN 394</u> | Latin American Literature in Translation | 3 |
| <u>FREN 101</u> | Elementary French I | 4 |
| <u>FREN 102</u> | Elementary French II | 4 |
| <u>FTV 100</u> | Film History and Aesthetics | 3 |
| <u>GERM 101</u> | Elementary German I | 4 |
| <u>GERM 102</u> | Elementary German II | 4 |
| <u>HIST 270</u> | Introduction to Greek and Roman Civilization | 3 |
| <u>HIST 357</u> | Women in Pre-Modern European History | 3 |
| <u>HIST 379</u> | History of Science II: 1700-Present | 3 |
| <u>HIST 414</u> | History and Film | 3 |
| <u>HIST 442</u> | The Medieval Church: Europe in the Early and High Middle Ages | 3 |
| <u>HIST 443</u> | The Medieval State: Europe in the High and Late Middle Ages | 3 |
| <u>HIST 445</u> | Medieval English Constitutional and Legal History: 1066-1485 | 3 |
| <u>HIST 447</u> | The Renaissance | 3 |
| <u>HIST 448</u> | The Reformation | 3 |

| Code | Title | Hours |
|---------------------------------|---|--------------|
| <u>HIST 485</u> | Chinese Social and Cultural History | 3 |
| <u>IS 370</u> | African Community, Culture, and Music | 1-3 |
| <u>JAPN 101</u> | Elementary Japanese I | 4 |
| <u>JAPN 102</u> | Elementary Japanese II | 4 |
| <u>LAS 391</u> | Hispanic Film | 3 |
| <u>LAS 394</u> | Latin American Literature in Translation | 3 |
| LARC 150 | Landscape, Culture & the Environment | 3 |
| <u>MUSH 104</u> | Jazz: An African American Art Form | 3 |
| <u>MUSH 106</u> | Women in American Popular Music | 3 |
| MUSH 108 | Music of the World | 3 |
| <u>MUSH 111</u> | Introduction to the World of Music | 3 |
| <u>MUSH 201</u> | History of Rock and Roll | 3 |
| <u>MUSI 100</u> | Introduction to Music | 3 |
| <u>NEZP 101</u> | Elementary Nez Perce I | 4 |
| <u>NEZP 102</u> | Elementary Nez Perce II | 4 |
| <u>PHIL 103</u> | Introduction to Ethics | 3 |
| <u>PHIL 200</u> | Philosophy of Alcohol | 3 |
| <u>PHIL 201</u> | Critical Thinking | 3 |
| <u>PHIL 208</u> | Business Ethics | 3 |
| <u>PHIL 240</u> | Belief and Reality | 3 |
| <u>PHIL 351</u> | Philosophy of Science | 3 |
| <u>PHIL 361</u> | Professional Ethics | 3 |
| <u>RELS 443</u> | The Medieval State: Europe in the High and Late Middle Ages | 3 |
| <u>RELS 448</u> | The Reformation | 3 |
| <u>RSTM 106</u> | Introduction to Sport Management | 3 |
| <u>SPAN 101</u> | Elementary Spanish I | 4 |
| <u>SPAN 102</u> | Elementary Spanish II | 4 |
| <u>THE 101</u> | Introduction to the Theatre | 3 |
| <u>THE 468</u> | Theatre History I | 3 |
| <u>THE 469</u> | Theatre History II | 3 |
| <u>WGSS 201</u> | Introduction to Women's, Gender, and Sexuality Studies | 3 |

Course List